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ABSTRACT

The National Endowment for the Humanities and University of Texas (NEH-UT) collaborative project was established to develop authentic and practical tests of spoken Russian for younger, beginning students of Russian, and to create a guide for their implementation into instruction. The development process involved teachers of Russian at the middle, junior high, and high school levels and college level. The resulting assessment materials are designed to accompany a widely-used "Face to Face" Russian textbook series and provide a model for development and use of authentic oral assessment rubrics for similar textbooks. During the school year following creation of the materials, the participating pre-college teachers introduced the tests into their curricula as preparation for their presentation and dissemination nationally. The report chronicles the need assessment and goal-setting process, outlines the rationale for authentic assessment, discusses the generic oral assessment approach used, makes suggestions for classroom implementation, and presents the assessment rubrics by chapter in the "Face to Face" series. Appended materials include contact information, the generic oral testing rubric, scoring sheets, and a blank rubric form. (MSE)

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NEH-UT COLLABORATIVE PROJECT FOR THE DEVELOPMENT AND IMPLEMENTATION OF ORAL ASSESSMENT MATERIALS

A Manual and Practical Guide for the Classroom Testing of Spoken Russian Using Authentic Task-Specific Assessment Rubrics

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NEH-UT Collaborative Project for the Development and Implementation of Oral Assessment Materials

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NEH-UT Collaborative Project for the Development and Implementation of Oral Assessment Materials

PART I

Overview of Project

The National Endowment for the Humanities and University of Texas Collaborative Project for the Development and Implementation of Oral Assessment Materials was conceived during consecutive NEH-UT summer institutes of Russian language and culture for pre-college teachers held at the University of Texas and Moscow Linguistic University during the summers of 1992-94[1]. The main purpose of this project is the development of authentic and practical tests of spoken Russian, or oral testing rubrics, designed for younger, beginning students of Russian and the creation of a guide for their implementation into instruction. The developmental process included the collaboration of teachers of Russian at the middle school and junior high, high school, and university levels. The resultant assessment materials are designed to accompany the now widely used *Face to Face Level One* (Morris, Vyatyutnev and Vokhmina 1993) and *Face to Face Level Two* (Dabars, Morris and Smirnova 1995) textbook series and to provide a model for the development and use of authentic oral assessment rubrics for similar textbooks. During the school year following the creation of these materials, the participating pre-college teachers introduced these tests into their curriculum as preparation for their presentation and dissemination on a national basis at the annual conference of the American Association of Teachers of Slavic and East European Languages (Bond, Edelman, James and Watzke 1995).

Needs Analysis and Project Goals Statement

The fundamental starting point for this project was the consideration of the needs of both pre-college students and teachers of Russian. If these assessment materials are to be immediately relevant to classroom use, it is important that they reflect the needs specific to the pre-college classroom and to the adolescents and teachers working with them. An initial needs analysis (Smith and Ragan 27-41, 1993) is the first step in the creative process which ensures that the products of all subsequent work are appropriate to the unique environment for which they are

[1]For more information on the NEH-UT Project on the Teaching of Russian Language and Culture in U.S. High Schools: Creating Proficient Programs for Proficient Students contact Professors Michael Katz and Thomas Garza, Project Co-Directors, Department of Slavic Languages, P.O. Box 7217, University of Texas at Austin, Austin, TX 78713-7217.

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intended. The development of the needs and goals statements below reflect the many opinions posted and the discussions which took place during the nearly four year period the participating teachers corresponded by e-mail on the NEH-UT bulletin board system.

Teacher Considerations

The teachers who participated in this project attended past NEH-UT summer institutes and are currently using the *Face to Face* textbook series in their 7-12 Russian language programs. They expressed interest in creating materials which would encourage spoken Russian and assess their students' developing speaking skills according to the functional and self-described communicative orientation of the textbook series. A major goal of the NEH-UT institutes was teacher development and in-service in acquiring language and cultural proficiency which would increase the teachers' awareness of communicative approaches to foreign language instruction and instructional materials development. The papers and instructional materials presented by participating teachers during the final summer institute, at the Symposium on the Teaching of Russian Language and Culture in U.S. High Schools: Creating Proficient Programs for Proficient Students, held in Austin in July of 1994 and the published proceedings (Katz and Garza 1995) reflected both teacher and student objectives for language education; techniques, activities and general instructional goals which promote the communicative use of Russian. The focal point of this project is the assessment of spoken Russian, specifically, assessment of oral skills as part of the general testing which occurs after the completion of a unit or planned lesson and tests which can be administered and scored in a timely and beneficial fashion.

Student Considerations

Pre-college students studying foreign languages are particularly interested in the development of their speaking skills; students want to learn to speak the language they are learning in order to engage speakers in the target culture (See, for example, Bartz 1979 or one of many studies on personal student goals for specific foreign languages, Jorden and Lambert 1991). This goal, however, may become lost when instruction focuses too heavily on the grammatical aspects of Russian, without regard to the multitude of conversational or functional uses these grammatical elements facilitate. Beginning pre-college students of Russian may be faced with a mundane period of study, one which has little immediate bearing on their interests or aspirations for study of the language. However, this does not have to be the case. Beginning level study of Russian can serve to interest younger students in continuing their study beyond high school and to make the personal decision to work towards intermediate and advanced levels of proficiency. Relevant conversational goals, which are attainable for students at beginning levels, may reflect students' needs and interests while contributing towards an essential and

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developing grammatical competence in the language. During these first years of language learning, providing encouragement and feedback, which leads to remediation of developing language skills, is essential. It was for these reasons that authentic assessment rubrics, introduced in the sections below, were first considered as an instrument for testing students' spoken Russian.

Beginning Speakers of Russian

An important contributor to the discussion of the needs of pre-college students and teachers of Russian is the characterization of the level on which students are able to perform in spoken Russian at the beginning stages of language learning. One obvious source are the ACTFL Proficiency Guidelines (Buck, Byrnes and Thompson 1989). However, caution must be used in interpreting these guidelines with reference to materials development. The ACTFL guidelines are not a curricular guide, a methodology, nor a theory of language acquisition; but they do provide a global description of the range of abilities within increasing levels of performance. According to these descriptors, beginning pre-college students of Russian would perform in the "novice" and increasingly "intermediate" levels of proficiency over several years of instruction. Relevant to the assessment of speaking skills is the reliance on memorized phrases and functional structures at these lower levels. Gradually, students will be able to more accurately expand on these memorized utterances to create and recombine language as they move into the intermediate stages of language proficiency. The assessment instrument, therefore, must be grounded in the appropriate use of a limited, and often entirely memorized, repertoire of words, phrases, paradigms, etc. Speech is not assessed by the students' ability to speak or perform in the language at advanced levels of proficiency, but rather, by their ability to use accurately and appropriately what they have learned while being encouraged to create and recombine previously learned material in their performance.

The Rationale for Articulation with Textbook Series

The decision to create oral tests based on the *Face to Face* textbook series was made for several reasons. It was important that the tests be immediately relevant to the current needs of teachers. In other words, it was important that they could be used in instruction. Since its publication in 1993, over 200 schools have adopted this series for use in their Russian language programs (Morris 1993). Creating tests of spoken Russian corresponding to these textbooks would potentially provide a uniform set of assessments or, at the very least, a model for the creation of tests by the teachers themselves.

Another reason for the use of this series was its syllabus design. The use of a functional syllabus throughout levels one and two of the *Face to Face* series provided an ideal base for the

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creation of authentic assessment rubrics which expanded on the lower levels of the proficiency descriptors.

Goals Statement

In preparation for the creation of oral assessments of spoken Russian, the following goals were developed reflecting the brief discussion above of the needs of pre-college students and teachers of Russian.

Goals:

1) To develop a practical and flexible set of oral tests for use at the middle school/junior high and high school levels.

2) To ensure the immediate use and relevance to Russian language programs by outlining various ways these tests may be implemented and suggestions for their graduated implementation.

3) To provide a rationale for the use of oral assessment rubrics and a model for their inclusion into the curriculum.

Oral Testing: Authentic Assessment

One of the goals of this project was to develop tests of spoken Russian which were practical enough to be used frequently within the confines of regular instructional practice. The Oral Proficiency Interview (OPI) (Lowe and Liskin-Gasparro 1986) would require teachers to attend certification workshops and is too time intensive to be of practical use on a unit to unit basis (approximately 15-20 times a school year). Similarly, the Simulated Oral Proficiency Interview (SOPI) (Stansfield 1989) or SOPI-like oral assessments (Manley 1995), while allowing for simultaneous testing (or audio taping) of many students at one time, presents similar logistical problems for correction on a frequent basis. While the global performance descriptors of these assessments provide an understanding of the nature of student performance, as noted in the discussion of novice and intermediate speakers in the section above, a more practical form of assessment is needed for the pre-college classroom teacher.

Authentic-Alternative Assessment

There is an anecdote about a discussion between American and British educators. The American asked why so little standardized testing took place in British schools. The British educator replied, "In Britain we are of the belief that, when a child is hungry, he should be fed,

not weighed." This anecdote underscores several of the advantages of alternatives to traditional assessment, specifically, testing which measures performance within the content of an authentic situation (Bowers 1989).

'Assessment is authentic', according to Wiggins (1990), 'when we directly examine student performance on worthy intellectual tasks. Traditional assessment, by contrast, relies on indirect or proxy 'items'—efficient, simplistic substitutes from which we think valid inferences can be made about the student's performance (1).' Further, authentic assessment has several advantages over traditional assessment. Authentic assessment:

- requires learners to be effective performers with acquired knowledge
- presents the student with tasks that mirror the priorities and challenges of performance, rather than paper and pencil representations
- allows for varying degrees of outcomes so that students may revise their performance, rather than providing single-answer and terminal feedback (i.e. correct or incorrect)
- is based on 'real-world tasks' encompassing applications of the skills being learned during instruction (Linn, Baker and Dunbar 1991)
- simulates in its tasks the challenges and complex ambiguities of real-life performance, rather than arbitrarily discrete or simplistic elements of a task
- supports the needs of learners by providing meaningful goals for the learning of skills and presents concrete uses for these accumulating skills
- is not a secretive test, but an organizing framework which lends 'relevance' (Keller 1983, 1987) and gains from student input and awareness of the expectations of the authentic task

(The above points are adapted from Keller 1983, 1987, Linn, Baker and Dunbar 1991, Wiggins 1990, 1992, Diez and Moon 1992, Shepard 1989.)

Authentic Assessment in Foreign Language Instruction

Foreign language instruction provides the ideal content for the integration of authentic assessment into instruction. If a goal of instruction is for learners to be able to perform in the language and/or target culture, then assessment should reflect this performance, even at the earliest levels of instruction. Nunan captures the nature of authentic assessment in his discussion of creating communicative tasks for the second language classroom (1992). Drawing from foreign and second language literature on tasks in language use, Nunan defines tasks as 'classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form...It should also have a sense of completeness, being able to stand alone as a

communicative act in its own right' (10). Components of a task include its goal, forms of input (questions, feedback to questions, etc.), an activity (active and engaging participation in some form), teacher's role (monitor, facilitator, participant), learner's role (participant, conversational partner, provider of information, discussant, etc.), and settings (classroom, paired-work, presentation, one-on-one, simulated situation, etc.) (11). Tasks capture language in its real-world use. Performance within the task provides evidence of competence for assessment. It should not be surprising that entire instructional programs for foreign languages considered difficult for American students, such as Japanese, have been designed based on integrated authentic task assessment (Brinkmeyer 1993).

Generic Oral Assessment Rubric

Wiggins suggests the use of scoring rubrics for describing the most salient characteristics of performance at increasing levels of competence and for representing errors which are most justifiable for lowering the score of a performance (1992, 30). He notes the ACTFL Proficiency Guidelines as an example of a scoring system employing this descriptive language (30). The descriptors of a task rubric provide clear examples to students of increasing levels of competence leading completion of tasks which are challenging to learners, reflect real-world performance or consequences of performance, suggest mistakes to be avoided, and emphasize quality of performance over quantity (Brinkmeyer, Wiggins, 30).

Examples of scoring systems for oral language production in foreign languages are plentiful. These generic assessment instruments are designed to assess oral performance according to various criteria, while sensitive to the constraints of regular classroom instruction. Boylan (1982), for example, uses the categories of fluency, vocabulary, structure, comprehensibility, and listening comprehension with descriptors of up to twelve points as a generic scoring system for student performance. Each category includes up to six descriptors of increasingly competent performance. Comprehensibly is weighted more heavily in the overall point system, stressing the communicative nature of task completion. Watzke (1993) has employed Boylan's scoring system with the addition of a creativity/transfer category for use at pre-college competitions of spoken Russian. This additional category contains six descriptors. Robison (1992) suggests weighted categories similar to Boylan's as a practical way to measure students' oral skills. Liskin-Gasparro (1995) presents a simplified version of Boylan's system, employing the categories of effort to communicate, fluency, comprehensibility, and grammatical accuracy for formal oral assessments. These categories contain only four corresponding descriptors of increasing competence.

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The Generic Assessment Rubric for Task Completion

A generic assessment rubric as been created which adapts Boylan's system (see Appendix A1). The category 'cultural appropriateness' was included to reflect the cultural etiquette and content introduced in each lesson of the *Face to Face* series. The intention of this rubric is to provide an underlying scale of performance descriptors specific to the oral skills of which beginning pre-college students are capable and a practical and efficient means for scoring their performance. This generic system expands the 'novice' and 'intermediate' descriptors of the ACTFL Proficiency Guidelines, reflects the categories on the assessment instruments described above, and includes several adaptations based on input from the teachers participating in this project. Task-specific rubrics have been written, which contextualize these generic descriptors, and are presented in Part II of this manuscript.

Numerical values have been assigned from one to five for each of the five assessment categories. This was devised to create an easier system for converting scores to percentages (a score of 25 out of 25, multiplied by 4 equals 100%). Elements of creativity and comprehensibility have been embedded in the general descriptors of the categories to weight, and thus, encourage communication in task completion. In addition, the numerical values also correspond to interval titles. Scores of one or two, for example, come under the title 'repeat task', suggesting to both teacher and learner that performance in this category was low to such an extent that remediation and re-testing is suggested. A score of three corresponds to 'minimum', indicating that the most basic requirements were covered in task completion (a score of all three's in each category would give a student a 60% for task completion). Finally, a score of four corresponds to 'good' and five to 'creative excellence.' 'Creative excellence' indicates that the students went far beyond the minimum requirements of the task to include content, knowledge, and concepts from previous chapters during task completion. These numerical values can be adapted by individual teachers according to their preferred grading system. Teachers may find it helpful to refer to the complete generic rubric found in the appendix when assessing students with task-specific rubrics or when creating their own rubrics.

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Advantages of Using Rubric in Assessment of Tasks

Wiggins (1992) and Herman, Aschbacher and Winters (1992) provide an overview of the advantages of using rubrics in authentic assessment.

- Assessment rubrics are motivating. They provide learners with a complete overview of the task in its real-world context. Not only do they facilitate the connection of the task to personal experience, but they encourage the connection between students' efforts and results.
- Assessment rubrics provide powerful feedback to students for remediation. Rather than assigning a global grade, rubrics describe areas of weakness and strength to students while providing the consequences for each. If given the opportunity to repeat the task, students are rewarded for their efforts both academically and through the personal experience of contextual performance.
- Assessment rubrics encourage students to adapt and manage their learning and growing knowledge base. The assessment categories and corresponding descriptors move beyond the mastery of routine basic skills to promote and engage learners in problem solving, critical thinking, and the concepts which encompass the task at hand. The presentation of rubrics to classes often involves student input as the teacher negotiates its final form.
- Assessment rubrics are efficient. Scoring can often take place during and/or immediately after student performance. This provides ample time for remediation and re-testing, and mirrors the feedback obtained in real life (especially if the teacher or a second student are involved in the performance of the task).

Implementing Rubrics into Classroom Instruction

Every classroom of Russian works under a broad range of constraints unique to its school, teacher, students and schedule. However, a variety of resources and practical guides provide a plan for the systematic instructional implementation of authentic assessment and rubrics based on tasks. The suggestions in the section below are adapted from much practical experience as well as numerous sources (Brinkmeyer, Herman, Aschbacher and Winters, Virginia Educational Association and the Appalachia Educational Laboratory 1992, and Wiggins 1992).

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Suggested Phases of Implementation Plan for Classroom Use

In planning and implementing the use of authentic assessment rubrics into instruction, consider the following:

1) Presentation and Negotiation. Present the task to be completed and task rubric to the class as an introduction to the unit. Discuss what they should be able to do with their acquired skills by the end of the unit. Describe the various grammatical and lexical items which will allow them to accomplish this task. Negotiate the rubric with the students at this time. Make necessary changes or additions according to student input. Students may also suggest alternative tasks and may participate in the creation of an alternative rubric. Relate to them your own experiences or those students might encounter in the target culture during task completion. Discuss why the ability to complete such a task is important to the development of their Russian and their potential experience with native speakers . Finally, refer to the generic rubric as the underlying set of descriptors for each category. Referring to this will be useful since the rubrics specific to each task are essentially contextualizations of these generic descriptors.

2) Demystify the Task. The assessment rubric is not a secretive test. After the initial presentation and negotiation phase, refer to it often as the global goal of daily instruction. Consider creating short micro-tasks and activities which engage the learners in active use of the language and allow practice of the skills necessary for task completion. Demystification contributes to the relevance of all instructional events.

3) Allow Sufficient Time Initially. Students and teachers who are not familiar with authentic assessment in instruction may require more time initially for its use in instruction and final unit assessment. Keep in contact with colleagues who also using authentic assessment and share ideas and concerns regularly. Adapt existing curricula to coincide with the planning of authentic assessment. As all of those involved become accustomed to its use in conjunction with other means of testing, authentic assessment will become an efficient part of the curriculum. Examples of testing scenarios are provided in the following section.

4) Consider Various Assessment Procedures. There are many ways assessment rubrics can be used during testing. Consider each and do not fear trial and error. Consider assessment, which allows fellow students to provide a portion of the grading and feedback on task performance. Make use of native speakers, exchange students, and visiting teachers as participants in the task performance, rubric development and in the scoring of student performance.

5) Value the Assessment in Overall Grading. If student performance on the task is valued, then it should contribute significantly to the unit grade and course grade. Preparation for excellent task performance should be rewarded. Consider giving equal weight to oral assessments and written exams.

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Various Forms of Classroom Testing Using Authentic Assessment

The following suggestions on variations for testing oral skills come from teaching experience, discussion with the participating teachers of this project, and selected articles related to this topic. References to specific articles are noted when appropriate.

One-on-one (during test taking). In this variation the teacher sits off to the side or immediately outside of the classroom and calls students to be interviewed during the written test. If the teacher is not able to interview every student, a portion of the lesson on the following day is used to complete the interviews. Classroom management is a must for this to be successful. Having an exchange teacher administer the interview is ideal. Consider inviting parents, a colleague, or older students to monitor the students if you are weary of keeping the rest of the students on task while conducting the interview.

Group dialogue on test day. Robison describes an assessment procedure used in the Columbus, Ohio school system (491-493). Limit written tests to 20-25 minutes. Distribute oral test items to groups of 2-3 students. Advise the students that they will be tested on only one of the rubric categories (only vocabulary or pronunciation, for example, on this particular day). Inform the students how much weight the oral portion of the exam will carry on the exam as a whole. Give the students a few minutes to prepare and assign roles. Call the groups up one by one to engage the teacher in the situation. Rate each individual group member during and immediately following their performance.

This group dialogue is similar to the one-on-one interview and may be conducted during the written test as well. Advantages include the ability to simultaneously assess several students at once and, because the teacher is a participant in the exchange of communication, to engage the learners individually if one student is not initiating conversation. If the teacher chooses to assess students on only one of the five categories on the rubric, as suggested above, he/she might consider including all five rubric categories for at least midterm and final semester assessments. The teacher may also wish to assign groups the day before during a review session to allow them to practice and assign roles specific to the task.

Video or audio taped performance. The students may be assigned groups and the task and then asked to video or audio tape their performances on their own time. This could be assigned a week before the unit test and then used in listening assessment as well. After viewing or listening to each segment, the entire class may be asked general comprehension questions.

The teacher may also wish to audio tape one-on-one or group interviews for later assessment, especially if he/she wishes to assess many students in a short amount of time.

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Project/Presentation. The students might create a unit project or presentation based on the descriptors of the rubric. This project would encompass the topic and skills developed during the course of the unit. Assessment of projects may necessitate adaptation of the rubric. Categories which reflect the students' ability to answer questions about their project or presentation should be considered when adapting the rubric (Rudner 1991, 1).

Unit group project. As stated above, a project or presentation is developed around a task and corresponding rubric; however, a group participates in the presentation. Students can be assessed individually, as a group, or receive both a group and individual grade (Rudner, 1).

Constructed-response class assessment (Rudner, 1). This variation entails carefully constructed questions which require a short one-item answer or a choice of several explicit answers. The teacher assesses the class as a group, choosing students to answer or allowing them to volunteer. The teacher may be a participant in a task who must rely on the students' responses to complete a task. Students' answers will tend to illicit related questions as the teacher directs the task completion. This may be used as a check for student progress or in preparation for individual student assessment. A more elaborate point system may be devised based on student participation. Russian pedagogy terms this practice 'зачёт' or 'check.'

Overnight preparation. The teacher may consider, in any of the assessment variations above, allowing students preparation time at home the night before the oral assessment. This may allow time to consider more creative variations for student performance.

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PART II

Assessment Rubrics by Chapter: Face to Face Levels One and Two

On the following pages authentic task-specific rubrics are presented corresponding to lessons in the *Face to Face* series. The authors of these rubrics incorporated the content of each chapter as well as that of preceding chapters. Each of the rubric intervals not only describe increasing competence in each category, but they are cumulative. That is, each rubric encompasses each of the descriptors of competence preceding it.

Rubrics have not been created for the review units in each textbook. Teachers may wish to prepare their students for all of the tasks preceding the review chapter and, on the day of testing, randomly choose one of the tasks for re-testing. Teachers may also wish to create their own tasks and assessment rubrics for the review chapters using the blank rubric found in the appendix (A4).

For *Face to Face Level Two*, tasks and assessment rubrics are provided through lesson fourteen. It is suggest that, at this point, the teacher begin creating rubrics based on the experience gained using the previous provided rubrics. During the creation of task-specific rubrics, it is recommended that the teacher refer to the generic assessment rubric found the in appendix (A2), contextualize these generic descriptors and present the rubric to the students for their input and reactions.

Addresses and office phone numbers have been provided in the appendix (A1) if teachers wish to contact the authors and teachers participating in this project. Questions and comments on the use of the provided materials is encouraged.

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FACE TO FACE LEVEL ONE
LESSON ONE

OVERVIEW

Lesson one helps students become comfortable with basic greetings and stresses the need to distinquish between formal and informal speech.

In part A, formal greetings (**здравствуйте, добрый день**) and the informal **здравствуй** are introduced. Also discussed are names and patronymics and saying goodbye formally and informally. Students can choose a Russian name for themselves from a list provided.

In part B, how to ask and give one's name formally and informally (--**Как вас зовут?** --**Как тебя зовут?** --**Меня зовут** . . .) is explained. This part also discusses the derivation of last names, and talks about the significance of the first day of school in Russia.

In part C, how the word **это** with proper intonation can be used to ask or confirm what someone's name is is presented.

TASK TO BE COMPLETED

The Scenario: The current president of Russia has arrived at a school in the United States on an official visit. The president has a bodyguard with him, so there is some confusion as to which man (or woman -- why not?) is actually the president. Two students who have been studying Russian at different schools in the district are selected by the superintendent to welcome the president. Remember, this is an important day in the life of the school.

The Task: The two students introduce themselves to each other. They then discuss among themselves which person they think is the president (**Это . . .?**). One of the students finally gets up the nerve to greet the person they think is the president. They exchange greetings and names, then the student introduces his/her friend and the president introduces his/her bodyguard. Finally, everyone says goodbye.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand the task beyond minimum performance, use the full name of the president (name, patronymic, and last name). Use **Очень приятно** or some other form of "pleased to meet you" if your teacher has taught you these types of phrases. The teacher should note that given the limited amount of grammar in this chapter, the teacher may find the rubric category "Structure/Grammar" only marginally applicable to this task. The teacher may also wish to use pictures of various people to facilitate the asking and pointing out of people during task completion.

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Face to Face Level One Lesson 1 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary, such as здравствуйте, меня зовут, до свидания; president wonders whether your school has a Russian program or not.	Often lacks needed words; somewhat inappropriate usage; task incomplete due to insufficient vocabulary.	Occasionally lacks basic words; generally appropriate usage; enough words are exchanged to allow for introductions and saying goodbye.	Mostly relevant words used in all parts of the task; little or no inappropriate usage.	Rich and extensive vocabulary from the chapter, including supplementary vocabulary introduced by the teacher; very appropriate usage.	/5
Fluency in task completion	Speech halting and fragmentary with long unnatural pauses; the president thinks he is being ignored and leaves.	Very slow and uneven, except for short or routine sentences; some parts of the task left out, such as greeting, name exchange, and/or leave taking.	Speech frequently hesitant and jerky; sentences may be left uncompleted; task is completed, including greetings, introductions, and saying goodbye.	Some stumbling, but manages to rephrase and continue smoothly.	Speech natural and continuous; the Russian president comments that he has never before been so well greeted by a foreign student delegation.	/5
Structure/ Grammar	No utterances rendered correctly; little attempt to use the new constructs in the chapter; the bodyguard believes the president is being threatened and draws his weapon.	Very few utterances rendered correctly; fragmented use of learned structures in all parts of the task; typical error might include saying Как меня зовут? when asking someone else's name.	Some utterances rendered correctly, however, noticeable errors occur; you are able to complete the task with difficulty.	Most utterances rendered correctly; attempt made to use more difficult constructs, such as the president's full name.	Most constructs are error free; extensive use of difficult phrases, including some introduced by the teacher, such as Очень приятно; Рад вас видеть, and so on.	/5
Comprehensibility/ Pronunciation	Accent and mispronunciation render you entirely or almost entirely incomprehensible; the president feels he is being verbally abused in an unfamiliar language.	Parts of the task are barely comprehensible, other parts are incomprehensible; for example, student still unable to pronounce здравствуйте.	Most words pronounced comprehensibly, although stress, pronunciation, and intonation problems are present; for example, the question Это Михаил Сергеевич? might come out as a statement.	Speech comprehensible to (representative) native speaker; some minor errors in stress, pronunciation, or intonation present; for example, students might persist in mispronouncing the "c" in Как вас зовут?	Correct intonation, accent, and stress are evident throughout the exchange; the president assumes you are a native speaker.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; the president and bodyguard are insulted by your use of informal address , precipitating an international incident.	Demonstration of cultural understanding and etiquette limited; might mix up тебя and вас or до свидания with пока.	Use of cultural knowledge and etiquette marked by very minor or occasional errors; for example, students might forget to shake hands.	Appropriate use of formal and informal speech conventions; Noone is insulted by the forms of address.	Extensive and appropriate use of cultural knowledge evident throughout; even appropriate gestures and mannerisms displayed.	/5
		To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).				Total: /25

FACE TO FACE LEVEL ONE
LESSON TWO

OVERVIEW

Lesson two expands the ability of the students to ask the name and location of a person, fictional character, pet, or object. The chapter also introduces gender and pronouns.

In part A, how the word **кто** is used with people and animals is explained. This part points out that the expression **Как его/её зовут?** is preferable to **Кто он/она?** when trying to find out a person's name. Students are introduced to popular Russian cartoon characters and names of pets.

In part B, how to find out the names of things (**Что это?**), including common classroom items is introduced.

In part C, how to ask where something or someone is and how to substitute a pronoun for a noun correctly (**Где Мама? Вот она.**) is presented. This lesson also explains the grading system in Russia.

TASK TO BE COMPLETED

An American strikes up a conversation with a Russian student in line to buy tickets to the Moscow Zoo. They introduce themselves to each other. One of the Russian student's teachers approaches the pair and they all exchange appropriate greetings and introductions. Suddenly they all hear a very loud animal noise coming from inside the zoo. The teacher asks the students what animal they think is making all that noise. The teacher then takes leave of the students.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand the task beyond minimum performance, students could state their nationality (**Я американка**), and/or the American could quietly ask the Russian student the name of the approaching Russian teacher (**Как его/её зовут?**). Students should review formal and informal greetings, how to ask someone's name directly, and how to say goodbye appropriately. Picture cards of animals or a tape recording of animal sounds might be useful, as well.

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Face to Face Level One Lesson 2 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary, such as Кто это? Как тебя зовут?; the American and Russian student do not understand each other.	Often lacks needed words; somewhat inappropriate usage; some parts of the task incomplete due to insufficient vocabulary.	Occasionally lacks basic words; enough words are used to allow for introductions, talking to the teacher, and discussing the animal in the cage.	Mostly relevant words used in all parts of the task; little or no inappropriate usage; some attempt to go beyond the vocabulary in the chapter.	Rich and extensive vocabulary from this and other chapters; very appropriate usage; Russian student might invite the American to visit him/her at home.	/5
Fluency in task completion	Speech halting and fragmentary with long unnatural pauses; introductions fail and the group is unable to comment on what animal is making all the noise.	Very slow and uneven, except for short or routine sentences; some parts of the task left out, such as getting acquainted, greeting the teacher, or discussing the animal.	Speech frequently hesitant and jerky; sentences may be left uncompleted; after much trial and error all parts of the task are essentially accomplished.	Some stumbling, but the students manage to rephrase or continue fairly smoothly; conversations go beyond minimum requirements.	Speech generally natural and continuous; students enjoy each other's company, quickly answer the teacher's questions, and return to their conversation.	/5
Structure/ Grammar	No utterances rendered correctly; little attempt to use the new constructs in the chapter; the two students could be talking to themselves.	Very few utterances rendered correctly; fragmented use of learned structures in all parts of the task; for example, misuse of Кто это? or Как его/её зовут?.	Some utterances rendered correctly, but errors still occur; despite problems, all parts of the task are accomplished.	Most utterances rendered correctly; attempt made to use the more difficult constructs from this and previous chapters.	Most constructs are error free; extensive use of difficult phrases both from this chapter and previous ones; Russian teacher remarks on how well Americans learn Russian.	/5
Comprehensibility/ Pronunciation	Accent and mispronunciation render students almost entirely incomprehensible; students have easier time understanding the zoo animals than each other.	Parts of the task are barely comprehensible, other parts are incomprehensible.	Most words used are pronounced comprehensibly, although stress and intonation problems are present; for example, expression Кто это? said like a statement, not question.	Almost entirely comprehensible to the (representative) native speakers, with only a few minor errors in stress, intonation, or pronunciation.	Correct intonation, accent, and stress are evident throughout the exchange; Russian teacher sticks around to chat, as well.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; for example, the American might be surprised that there are even zoos in Russia at all.	Demonstration of cultural understanding and etiquette limited; possible failure of the students to greet each other or the teacher appropriately.	Appropriate use of formal and informal speech conventions; for example, appropriate use of Кто это? and Как его/её зовут?	Use of cultural knowledge and etiquette marked by very minor or occasional errors; tone of conversation appropriate between students and between students and teacher.	Extensive and appropriate use of cultural knowledge evident; Russian teacher assumes that all Americans are polite and interested in zoo animals.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

FACE TO FACE LEVEL ONE
LESSON THREE

OVERVIEW

Lesson three is centered around the family. Students learn to describe their relationships to other family members and discuss the location of someone or thing.

Part A provides the terms for family relationships (**папа, дедушка, сестра . ..)** and explains possessive adjectives (**мой брат, твоя мама**) and gender agreement.

Part B introduces the prepositional case with **в** and **на** to show location. The difference, both logical and conventional, between the usages of **в** and **на** are explained (**в столе, на столе;** but **в институте, на заводе**).

Part C shows students how to use the verb **знать** in conjunction with asking where someone else is.

Part D, in addition to the usual phonetic practice, contains a text about Samantha Smith, whose tragic death led to the establishment of a fund which aided student exchanges between the United States and the Soviet Union.

TASK TO BE COMPLETED

You are an exchange student in Russia. You come home from school on your own one day and are surprised to see your little host brother/sister home alone (see Section C1 in your textbook for an example). Ask your host sibling where each individual member of your host family is located (**Ты знаешь, где твоя бабушка? Да, она в магазине.**).

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand the task beyond minimum performance students should include as many family members and locations as possible, perhaps mentioning their occupations in order to help explain where they are working. Students could also talk about the location of a pet, as well. Students should review the correct intonational pattern for asking a question without a question word (**Мама дома?**) and for the expression (**Ты знаешь, где . . . ?**).

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Face to Face Level One Lesson 3 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words, such as **знаешь, мой, твой**, and so on. The host sibling is amused by your attempts to speak.	Often lacks needed words; somewhat inappropriate usage; some parts of the task incomplete due to insufficient vocabulary.	Occasionally lacks basic words; generally appropriate usage; you manage to show surprise at seeing your host sibling and can ask where a couple family members are.	Mostly relevant words used in all parts of the task; the students discuss the location of several family members.	Extensive vocabulary from this and previous two chapters; the host sibling realizes that his/her exchange brother/sister can speak some Russian.	/5
Fluency in task completion	Speech halting and fragmented with long unnatural pauses; host sibling rolls his/her eyes and wonders how the family got stuck with you.	Very slow and uneven, except for short or routine sentences; some parts of the task left out, such as appropriate greetings, showing surprise, or listing locations of family members.	Speech frequently hesitant and jerky; sentences may be left uncompleted; but after much trial and error all parts of the task are essentially accomplished.	Some stumbling, but manages to rephrase or continue fairly smoothly; you go beyond the simple greeting, showing surprise, and asking where a couple of family members are.	Speech natural and continuous; the conversation does not seem strained and does not produce any confusion; both students expand the task, perhaps by discussing a pet.	/5
Structure/ Grammar	No utterances rendered correctly; little attempt to use the new material in the chapter; host sibling tells you to speak English.	Very few utterances rendered correctly; fragmented use of learned structures in all parts of the task; for example, adjective/noun agreement generally lacking.	Some utterances rendered correctly, while others are attempted, but full of errors; should get most of the possessive adjectives and family terms correct.	Most utterances rendered correctly; attempt made to use the more difficult constructs from this and previous chapters	Most constructs are error free; extensive use of the most difficult phrases both from this chapter and previous ones; the host sibling comments on how much your Russian grammar has improved.	/5
Comprehensibility/ Pronunciation	Accent and mispronunciation render you almost entirely incomprehensible; host sibling wonders what language you are speaking.	Parts of the task are barely comprehensible, other parts are incomprehensible.	Most words used are pronounced comprehensibly, although stress and intonation problems are present; the two students have a fairly good idea what each other is saying.	Almost entirely comprehensible; only a few minor errors in stress, intonation, or pronunciation; student might still have trouble with the propoer intonation for **Ты знаешь, где...?**	Correct intonation, accent, and stress are evident throughout the exchange; host sibling comments on how you are beginning to sound more and more Russian.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; for example, you forget to greet your host sibling or don't understand that the **бабушка** often does much of the shopping in Russian families.	Demonstration of cultural understanding and etiquette limited; might use **Вы** instead of **ты** with younger host sibling.	Appropriate use of formal and informal speech conventions; you patiently talk with your younger sibling.	Use of cultural knowledge and etiquette marked by very minor or occasional errors which do not disrupt the main parts of the task.	Extensive and appropriate use of cultural knowledge evident; you are very polite with your host sibling, perhaps remembering to ask **Как дела?**	/5
		To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).				Total: /25

FACE TO FACE LEVEL ONE
LESSON FOUR

OVERVIEW

Lesson four provides vocabulary for asking a passerby or friend where something is located. Students learn how to state where they live or find out where someone else lives. The chapter is rich with cultural information on typical Russian stores and important Moscow streets and places. The plural form of nouns is also introduced.

Part A explains how to ask locations using **Где находится . . . ?** and how to answer such questions using **на улице. . ., вот /вон там**, or **вот здесь**. A map of sections of Moscow is provided for practicing these expressions in a culturally rich context.

Part B teaches students how to form the plural of nouns and discusses the location of several important buildings in Moscow.

Part C introduces the present tense of the verb **жить** to allow students to explain where they live or ask others. The section points out that most Russians live in apartments.

Part D provides phonetic practice, examples of typical Russian street and store signs, and a page from a Russian telephone directory.

TASK TO BE COMPLETED

You are a student visiting Moscow for the first time. You have your heart set on seeing a place near Red Square which you read about while you were studying Russian back home. You have a general idea of the street layout in this area, but you cannot remember the name of the street or square where the building or place is located. You approach a passerby, greet him/her, ask if he/she lives in Moscow, and then ask where the place is that you are seeking. The passerby responds, you thank him/her, and say goodbye.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand the task beyond minimum performance, you might inquire about more than one place of interest and/or repeat back to the passerby the address as a way of indicating that you understood the answer.

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Face to Face Level One Lesson 4 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary, such as **Здравствуйте, скажите пожалуйста, Где находится?**	Task incomplete partly due to insufficient vocabulary or lack of appropriate usage; you might be unable to greet the passerby, ask whether he/she lives in Moscow, and/or get the street name you need.	Occasionally lacks basic words; generally appropriate usage; nevertheless you do manage to greet the passerby and ask for directions.	Mostly relevant words used in all parts of the task; little or no inappropriate usage; you use additional vocabulary and/or ask about more than one place in Moscow.	Rich and extensive vocabulary from this and previous chapters; very appropriate usage; you gather all the information you need and are quickly on your way.	/5
Fluency in task completion	Speech halting and fragmented with long unnatural pauses; the passerby assumes you are not in your right mind and hurries away.	Very slow and uneven, except for short or routine sentences; some parts of the task left out, such as appropriate greeting or request for information.	Speech frequently hesitant and jerky; sentences may be left uncompleted; after much trial and error all parts of the task are essentially accomplished.	Some stumbling, but manages to rephrase or continue fairly smoothly; you manage to ask about more than one place.	Speech generally natural and continuous; little stumbling; passerby more than happy to help you and answer all your questions.	/5
Structure/ Grammar	No utterances rendered correctly; little attempt to use the new constructs in the chapter; misuse of simplest phrases in the chapter.	Very few utterances rendered correctly; fragmented use of learned structures in all parts of the task.	Some utterances rendered correctly, but errors still occur; you might forget to use the prepositional case with location, but you say set phrases correctly, such as **скажите, пожалуйста.**	Most utterances rendered correctly; attempt made to use the more difficult constructs from this and previous chapters.	Most constructs are error free; extensive use of difficult phrases both from this chapter and previous ones; passerby compliments your Russian teacher.	/5
Comprehensibility/ Pronunciation	Accent and mispronunciation render you entirely or almost entirely incomprehensible; passerby pulls out a phrase dictionary and asks you to point.	Parts of the task are barely comprehensible, other parts are incomprehensible; for example, passerby may be unable to understand what place you are looking for.	Most words used are pronounced comprehensibly, although stress and intonation problems are present; for example, **Где находится** or the place name may be mispronounced, but understandable.	Almost entirely comprehensible to the (representative) native speakers, with only a few minor errors in stress, intonation, or pronunciation; for example, the **в** in the phrase **в Москве** might be pronounced as a separate syllable.	Correct intonation, accent, and stress are evident throughout the exchange; passerby assumes you have been to Russia before.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; you ask about a place which is actually in St. Petersburg.	Demonstration of cultural understanding and etiquette limited; you address passerby with **ты** or say **скажи, пожалуйста,**	Appropriate use of formal and informal speech conventions; you appear sincerely interested in finding the place you are looking for.	Use of cultural knowledge and etiquette marked by very minor or occasional errors which do not disrupt the main parts of the task.	Extensive and appropriate use of cultural knowledge evident; passerby is intrigued by your interest and may volunteer to take you there personally.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

FACE TO FACE LEVEL ONE
LESSON SIX

OVERVIEW

In Lesson six, the students talk about activities both generally using simple verbs and specifically using direct objects. In addition, students can say that they understand or do not understand what is being said.

In part A, the present tense of simple verbs such as **читать, писать, слушать,** and **знать** is presented. Using the various forms of these verbs, the students ask and answer questions about what they are doing. In addition, the students distinguish between **и** and **а** allowing them to create more complex sentences.

In part B, in order to say that they understand or do not understand what is being asked of them, the students are introduced to the verb **понимать,** along with the expressions **по-русски** and **по-английски** . In addition, the students learn new vocabulary and use **что** in order to respond more fully and accurately.

In part C the students express the objects of actions . The accusative case of inanimate nouns, masculine and feminine, is introduced. Students learn to describe what they are listening to, reading and writing.

TASK TO BE COMPLETED

Call your Russian-speaking friend on the phone and ask him/her what he/she is doing. He/she responds and asks what you are doing. Describe your own activities, such as **Я слушаю, Я читаю** then discuss what each member of your family is doing, using the vocabulary from the lesson. At one point in the conversation, you may not understand what the other person is saying. Indicate this and ask what the word or phrase is in English. The other person should respond that they either know or do not know. Refer to the dialogue on page 146 as a guide. Include not only verbs to describe your activities but also direct objects in order to be more specific, such as **Я слушаю радио, Я читаю книгу.**

NOTES ON RELATED LEXICAL AND GRAMMATICAL CONTENT FOR TASK COMPLETION

The meanings of the various verbs should be stressed. In addition all vocabulary items referring to what you do write or read should also be emphasized. Review objects related to reading, listening and writing. Also review family vocabulary so that the students can describe each member's activities. To expand the task beyond the minimum performance, students should include appropriate greetings and a variety of family members.

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Face to Face Level One Lesson 6 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Unable to use appropriate verb; incorrect usage of objects; unable to communicate your activities.	Uses wrong verbs and nouns together to describe activities; answers to questions inappropriate.	Occasionally uses appropriate verb; begins to add the appropriate object.	Uses all the verbs with only occasional mistakes; objects and other expressions with verbs mostly appropriately correspond in meaning.	Uses all verbs with objects and expressions appropriately; adds additional vocabulary from previous chapters; conversation is varied and engaging.	/5
Fluency in task completion	Speech halting and haphazard; person believes you to be uninterested in phone conversation.	Very slow and uneven speech; difficult to understand activities; task not completed.	Speech frequently hesitant and jerky; sentences left incomplete; perhaps only your own activites described; limited conversation in task completion.	Some definite stumbling but you are able to carry on a conversation and even describe your familiy's activities; other person understands and responds.	Conversation flows freely even though the telephone connection may be poor; all of your and family's activities are described.	/5
Structure/ Grammar	Use of verb forms and accusative case of nouns incorrect.	Use of Я and ТЫ forms of verbs correct, but unable to transfer to other forms; use of masculine accusative correct but feminine incorrect.	Able to use all forms of all of the verbs; able to occasionally use feminine of accusative case; mistakes still evident.	Few mistakes in use of verbs and accusative case; able to ask as well as answer questions; occasional mistakes with more irregular forms: the verb писать.	Utterances almost always correct, even with irreugualr verbs; correct use of direct object for all genders.	/5
Comprehensibility/ Pronunciation	Entirely/ almost entirely incomprehensible; once again, person almost hangs up on you .	Mostly incomprehensible with the exception of a few simple words.	About half comprehensible; person begins to understand you.	Despite an occasional mispronounced word, you are able to be understood.	You are entirely comprehensible. Few or no words mispronounced.	/5
Cultural Appropriateness	You cannot speak and respond to simple questions; the other person thinks that you have dialed incorrectly.	You make appropriate greetings but still cannot ask and answer simple questions.	You respond and ask the other person questions to a limited extent; you can ask about another member of the family . This is considered polite by the other person.	In addition to discussing activities, you ask about what they are reading or to what they are listening; you inquire about other members of the family.	You describe a wide range of activities and comment on all of the activities of the family members; the person is happy to speak with you and will probably call you again.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL ONE
LESSON SEVEN

OVERVIEW

In chapter seven, the students learn to discuss what subjects they study in school. Material explaining how well they study, speak, and understand is also presented. Finally, the students express likes and dislikes about various topics, including food and hobbies.

In part A, the students are introduced to the present tense of the verb **учить**. Subjects in school are presented and the students talk about their daily schedule.

In part B, the students express opinions on the amount and how well they study, speak, and understand using the adverbs **хорошо, плохо, много** and **мало**.

In part C, students describe whom they like and what they like to do using the verb **любить** with direct objects in the accusative case and with the infinitive form of verbs, such as **Я люблю читать**.

TASK TO BE COMPLETED

You are in a discussion about school. Your Russian-speaking friend asks what subjects you study in school and whether or not you study them well. Respond to him/her and comment on which subjects and teachers you like. Ask your friend which subjects he/she studies and if he/she likes each of the classes.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

For the task, the students should make sure to review the different ways to describe what or whom they like using the verb **любить**. To expand the task beyond the minimum performance, the students should review the following: the present tense forms of verbs such as **понимать** and **делать**, all vocabulary and expressions related to school, expressions with the prepositional case such as **в школе** and other expressions for describing likes and dislikes in general in order to include reasons why they hold such opinions.

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Face to Face Level One Lesson 7 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words; inappropriate usage of verb учить and subjects in school; friend thinks that you are not interested in school or skip class often.	Often lacks needed words; unable to appropriately describe classes; daily schedule unclear to other person.	Generally appropriate usage; describes classes; asks briefly about friend's classes; he/she is intrigued enough to continue the conversation.	Most relevant words used during task; little or no inappropriate usage.	Rich vocabulary; talks extensively about school, associated likes and dislikes, and asks detailed questions about other person's classes; person is delighted and wants to come visit the school.	/5
Fluency in task completion	Speech halting and fragmentary; long and unnatural pauses causes the person to wonder if you know your own schedule.	Very slow and uneven speech frustrates your friend; he/she no longer wants to know your schedule; task not completed.	Speech frequently hesitant and jerky, but your patient listener understands you and helps you to clarify statements; you are able to complete the task.	Some definite stumbling but you manage to rephrase; answers and asks questions continuely; other person engaged in the conversation.	Speech natural and continous; asks and answers questions freely not only about task, but also about related topics; person enjoys conversing with you.	/5
Structure/ Grammar	No utterance rendered correctly; unable to conjugate the verb учить; friend grows bored with the conversation.	Almost complete lack of grammatical accuracy; barely able to construct a simple sentence about this topic.	Minimum required grammar for task completion used accurately; friend decides to continue the conversation.	Generally correct usage of all verb structures and cases; minor structural errors.	Few or no grammatical errors, especially when questioning and answering beyond the minimum; friend is intrigued and prompts you to speak more.	/5
Comprehensibility/ Pronunciation	Most words mispronounced; no utterance comprehensible; friend does not bother to converse with you.	Only an occasional phrase comprehensible; you avoid hard to pronounce words; friend becomes bored.	Most words required for the task uttered correctly; occasionally, difficult subjects or teachers names are pronounced incorrectly.	Almost entirely comprehensible including subjects, teachers, questions and answers.	All extensive questions and answers about subjects, likes and dislikes entirely comprehensible; your friend compliments you on your progress in Russian.	/5
Cultural Appropriateness	Inability to answer even a simple question may seem unfriendly. You obviously have little knowledge of schools in Russia.	Although you respond in a limited manner, inability to reciprocate causes your friend to feel that you have no interest in his/her life.	You respond to questions and politely inquire as to your friend's schedule; he/she is happy to respond and appreciates your interest in Russian realia.	Your conversation expands to include reasons for likes, dislikes, etc. ; your friend assumes you have an understanding of Russian schools.	You and your friend have an extensive conversation about schools, activities in school, likes and dislikes; your friend is extremely pleased by your interest and knowledge and invites you to visit his/her school.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					**Total: /25**

FACE TO FACE LEVEL ONE
LESSON EIGHT

OVERVIEW

In chapter eight the students learn to talk about possessions and relationships, use the verb **играть** with sports and instruments, and to describe whether one works or studies and where.

In part A, the students use the construction **у меня есть / нет** with the correct forms of the nouns that follow to describe what they have or do not have. In addition, they use this construction with other pronouns such as **у него, у неё** to discusss what other people have or do not have.

In part B, the students talk about what sports or instruments they play, using the correct form of the verb **играть в** + the accusative case for sports and **играть на** + the prepostional case for instruments.

In part C, the students distinguish between **учить** and **учиться** to describe what subjects they study or where and how they study respectively. The students use a variety of subjects in school and possible places of study (**школа, институт**, etc.). Students also ask questions using **где** with **учиться** and **что** with **учить**.

TASK TO BE COMPLETED

You are an exchange student in Russia. Your Russian brother/sister is interviewing you for a display the school is creating about the lives of students in America. He/ she asks and you respond to several questions including: Do you have a brother or sister? an apartment or a house? Where do you study? What do you study? What activities do you like to do, i.e. what sports or instruments do you play?

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

For completeing the task, students should review: answering questions using **у меня есть / нет** with nouns in the correct forms, the verb **играть** with sports and instruments, and the verbs **учить** and **учиться** with appropriate and accurate responses.

To expand beyond the minimum, the students should review: the verb **любить** with verbs and nouns in the accusative, vocabulary and expressions for what you do in your free time, vocabulary from previous chapters to expand on objects owned, how well or much you do these activities using **хорошо, плохо, много**, and **мало**, and where you live, on what street etc.

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Face to Face Level One Lesson 8 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words; inappropriate usage; exchange student decides not to interview you.	Uses very few words; only the most essential meaning unclear.	Generally appropriate usage of basic words; answers most basic questions about self and school; Russian student decides to keep the interview short.	Most relevant words used during task completion; little or no inaccurate usage; attempt at using more complicated vocabulary is likely unsuccessful.	All relevant words used correctly; expands to describe where you live and what you own; Russian student is impressed and makes you the centerpiece of the display.	/5
Fluency in task completion	Speech halting and fragmentary; long, unnatural pauses render the task incomplete; Russian student interviews another student instead.	Speech very slow and uneven except for a few short or routine sentences on task-related topics.	Speech frequently hesitant and jerky; only answers direct questions with no elaboration; patient student helps you to complete interview.	Some stumbling , but manages to rephrase and elaborate on where you live, what you play, and what you have/ do not have.	Speech generally natural and continous; elaborates on all topics beyond questions; Russian students is delighted to find out so much new information.	/5
Structure/ Grammar	No utterance rendered correctly; Russian student must either guess at most of your answer or not complete interview at all.	Very few utterances rendered correctly; answers to simple questions fragmented; unable to use necessary constructions accurately.	Direct answers to task questions rendered correctly; unable to extend phrases accurately; student accepts short interview as acceptable.	Most utterances rendered correctly including more elaborate answers about where you live, what you own, and what you like to do.	Utterances almost always correct.; previously learned grammatical structures included correctly; student is amazed that he does not have to completely rewrite the interview.	/5
Comprehensibility/ Pronunciation	Interview entirely incomprehensible; student abandons interview and decides to work with you on pronunciation.	Mostly incomprehensible; frequent mispronunciation of the verbs учить and учиться,; student must repeat questions to discern information from answers.	Many errors, but half comprehensible; verbs are pronounced correctly as are names for sports and instruments; with help, the task is completed.	Almost entirely comprehensible; not only simple phrases, but more elaborate answers as well.	Entirely comprehensible in all aspects of this extensive interview; student is excited that you speak Russian so well.	/5
Cultural Appropriateness	Complete inability to convey answers to questions offends the student; student feels that you have no appreciation for the project or in talking at all.	Tries to engage in the project enthusiastically, although still cannot answer correctly.	Answers and, thus, encourages more questions to continue interview and to show interest in international understanding.	Answers questions and elaborates enthusiastically; talks about Russian rock, for example, as an interest in connection with instruments.	Discusses various interests that include Russian language, rock, and educational system; student is happy that you came to Russia and will feature you in the display.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL ONE
LESSON NINE

OVERVIEW

In lesson nine various ways of describing people and objects, requesting objects, and expressing likes and dislikes upon first encountering something are presented.

In part A, adjectives in the nominative singular for all three genders and the plural, including use of **какой**, allow students to use simple descriptions to call attention to or remark about objects, animals, and people. The imperative **посмотрите** (Look!) is introduced as a lexical item.

In part B, the imperative **дайте** (Give!) is also introduced as a lexical item. The demonstrative pronoun **этот** is provided in its nominative and accusative inanimate singular and plural forms. These new concepts allow students to be more specific while describing or requesting objects.

In part C, use of the verb **нравиться** (to like upon first encounter) is introduced as a construction which requires the declension of pronouns into the dative case. This construction is used to talk about likes and dislikes of singular (**нравится**) and plural objects (**нравятся**).

TASK TO BE COMPLETED

You have entered a store, souvenir shop, or approached a kiosk. You would like to purchase gifts for your family and friends in the United States. Other objects may also catch your eye. You might make a purchase for yourself or a Russian friend as well. While making this purchase or purchases, it is quite possible that you strike up a conversation with a friend or the salesperson. You may be asked or might remark that you like certain objects in general, but that you particularly like an example in the store. Think of the many objects that can be found in a store and why you like particular ones. Be sure to use expressions which allow you to describe, request, and remark on each potential gift.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand beyond the minimum, students should consider using vocabulary words for objects and souvenirs found in stores and kiosks, as well as famous buildings in Moscow that are introduced. Adverbs indicating direction (to the left, straight, behind, etc.) are also used throughout this lesson. The difference between the use and meanings of the verbs **любить** and **нравиться** is stressed and may be employed during task completion.

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Face to Face Level One Lesson 9 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Incorrect or unable to name items in store.	Most items and related words lacking or used incorrectly.	Occasional word not known; generally accurate use of known words.	Able to name most needed words with accuracy; you left with all the purchases needed.	Named, described, and commented on all store items discussed with accuracy.	/5
Fluency in task completion	The long pauses and haphazard phrases used does not allow you to make any purchases.	Very slow and uneven speech frustrates the salesperson; use of only short phrases or words makes a purchase unlikely.	With a kind salesperson, you make a purchase despite your hesitant speech and often incomplete sentences.	You rephrase or continue incomplete or hesitant speech; you are able to make several purchases in most any situation.	The salesperson is delighted to hear such natural and continuous speech; you make all the purchases necessary.	/5
Structure/ Grammar	Use of the accusative with 'requests' and dative with 'likes' never correct.	Very few correct statements of request or likes; gender agreement limited.	Several correct statements provide evidence of knowledge of gender agreement and case usage.	Minor/few errors in your descriptions, requests, and statements of 'likes'; salesperson easily assists you.	Most or all of your statements are error-free; the salesperson assists you in making several purchases.	/5
Comprehensibility/ Pronunciation	Your heavy American accent and mispronunciations make it impossible to be understood.	Besides greetings or other familiar phrases, you are barely comprehensible by the salesperson.	About half of what you say is comprehensible; with much trial and error you make a purchase.	Despite an occasional mispronounced word or statement, you are able to make several purchases.	Your excellent command of pronunciation allows the salesperson to assist you in all aspects of several purchases.	/5
Cultural Appropriateness	You cannot respond to basic questions or statements from the salesperson; your approach is disrespectful and ineffective.	You display a limited knowledge of etiquette; you have trouble responding to basic/daily expressions which you have learned.	You politely make a purchase, however problems persist with questions or statements not specific to objects you have chosen to buy.	Minor errors of etiquette in responding to questions or statements during conversation do not disrupt your successful purchases.	Your extensive use of proper etiquette and knowledge of all your known Russian in interaction enables you to make many purchases and endears the salesperson to your task.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL ONE
LESSON ELEVEN

OVERVIEW

In lesson eleven various ways to describe cars are presented. Possessions, colors and the expression of opinions are taught in these descriptions.

In part A, students are introduced to the masculine, feminine, neuter and plural forms of each possessive adjective. Using **чей**, they ask to whom each object belongs. **Можно** and **нельзя** allow the students to ask for permission to do something. A distinction is made between the verbs **видеть** and **смотреть**.

In part B, the adjective forms of the colors are listed and used with the preposition **у** to inquire about objects. The use of **есть** and descriptive adjectives in the "to have" construction are also explained.

In part C students learn to express opinions using the phrases **я думаю, что** and **ну, что вы / ты !**

TASK TO BE COMPLETED

Several Russian exchange students are visiting your school. They are amazed you own a car. Ask one of them if he / she has a car, bicycle, motorcycle or some other kind of vehicle. Find out as much as possible about the color, size, and age of the vehicle. Express your opinion about it.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

Students should review the **у вас есть...?** constructions and age expressions prior to completing the task. Adjective endings used with masculine, neuter, feminine, and plural nouns also should be reviewed. To expand on the task beyond the minimum performance, students should consider the nationality of the vehicle and the types of vehicles the people in their family have.

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Face to Face Level One Lesson 11 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lack of necessary words; unable to inquire about vehicle.	Most descriptions and related words are lacking or used incorrectly.	Occasional word not known; generally accurate use of known words; the Russian has a fairly good description of the vehicle.	Able to ask questions using most needed adjectives and pose a variety of questions.	Asked about vehicle in great detail; you and your Russian friend realize you have a common interest in these vehicles.	/5
Fluency in task completion	The long pauses and haphazard phrases used did not allow you to sustain a conversation with the exchange student.	Very slow and uneven speech frustrated the exchange student; use of only short phrases or words made your inquiry cumbersome.	The good-natured exchange student patiently understood your speech and often incomplete questions.	You rephrase or continue incomplete or hesitant speech; you are able to inquire about the vehicle with some accuracy.	The exchange student is delighted to hear such natural and continuous speech; you make all the inquiries necessary with ease.	/5
Structure/ Grammar	Use of adjectives and formation of questions never correct; Russian student laughs at your use of the language.	Very few correct questions; gender agreement limited.	Several correct questions provide evidence of knowledge of gender agreement and case usage.	Few errors in your descriptions, questions, and opinions; the exchange student answers your questions.	Most or all of your grammar and questions are error-free; the exchange student easily answers your questions.	/5
Comprehensibility/ Pronunciation	Your heavy American accent and mispronunciations make it impossible to be understood.	Besides greetings or other familiar phrases, you are barely comprehensible to the exchange student.	About half of what you say is comprehensible; with trial and error you might ask your questions.	Despite an occasional mispronounced word, you are able to ask several questions.	Your excellent command of pronunciation allows the exchange student to understand all of your questions.	/5
Cultural Appropriateness	You cannot ask basic questions to the exchange student; your approach is disrespectful and ineffective; you think it is odd that Russian young people do not own cars.	You display limited knowledge of etiquette; you have trouble maintaining a conversation; it is difficult for you to ask and answer in dialogue form.	You politely ask several questions; however, problems persist with questions not specific to the vehicle; you are aware that cars are difficult for the average Russian to afford.	Minor errors of etiquette or in forming questions during conversation do not disrupt your successful inquiry. You talk some about various types of Russian and American cars and driving laws.	Your extensive use of proper etiquette and knowledge of all your known Russian in interaction enables you to make many inquiries and endears the exchange student to your task; you find out something you did not know about Russian cars.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL ONE
LESSON TWELVE

OVERVIEW

In lesson twelve transportation is presented. Students learn simple verbs of motion to talk about destinations and types of transportation.

In part A, the verbs **идти** and **ехать** are conjugated into all present tense forms. Distinctions are made between the translations of these two verbs.

In part B, the accusative and prepositional cases are used to show destination and location in relation to the two verbs of motion. Students are introduced to the meanings of **в** and **на**.

In part C, various types of transportation found in Russia are listed. Students express traveling to a particular place in these vehicles.

TASK TO BE COMPLETED

It is the first Saturday of your stay in Russia with your host family. Your Russian mother wants you and your Russian host student to run errands for her to different places in the city. With the aid of your Russian friend, orally plan the route you will take and what type of transportation you will use to reach each destination.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

Students should review vocabulary items associated with places in a city such as bank, store, church, post office, library, and restaurant. To expand on the task beyond the minimum performance students should consider reviewing directions, the affirmative and negative forms of "to have," structures expressing likes and dislikes for example **мне нравится** and **я люблю**, and objects which might be found at each location in the city.

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Face to Face Level One Lesson 12 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words; unable to express location; exchange student has absolutely no idea which place you are referring to.	Often lacks needed words; frequently locations and types of transportation are misidentified.	Generally accurate usage of vocabulary; host student knows where you want to go and how you want to get there.	Most relevant words used during task completion; host student is excited by your choice of places and appropriate types of transportation.	Accurate usage of vocabulary; host student allows you to completely state the agenda for the day.	/5
Fluency in task completion	Long unnatural pauses render the task incomplete; the host student gets very frustrated with your conversation.	Conversation is uneven; completion of plan is unlikely.	Expression of plan is hesitant and jerky; the host student gives you a lot of help to complete it.	Some stumbling on the details and on longer phrases; the plan is completed with little help from the host student.	Speech is natural; the host student is fascinated by ease with which the plan was spoken.	/5
Structure/ Grammar	No sentence spoken correctly; the host student only hears Russian words in the nominative case strung together.	Very few sentences spoken correctly; fragmented use of case system.	Some sentences spoken correctly, but with definite errors; the host student repeats the sentence with the corrections.	Most sentences are spoken correctly with some minor errors; the host student is impressed by your use of the case system.	Sentences are almost always correct; the host student is extremely pleased with the accuracy of your speech.	/5
Comprehensibility/ Pronunciation	Your plan is entirely or almost entirely incomprehensible to the host student; he has no idea where you want to go or how you want to get there.	Your plan is mostly incomprehensible with occasional phrases which are understandable.	There are many errors but the host student can understand about half of what you are saying; the host student understands the route and type of transportation.	Almost all of the plan is understood by the host student; you only have to repeat yourself a few times.	Your plan is entirely comprehensible to the host student; the host student begins to speak more quickly with you because you speak so well.	/5
Cultural Appropriateness	No cultural knowledge is displayed when talking to your host student; you fail to understand Russians' use of public transportation; he refuses to go with you to run the errands.	Limited understanding of the cultural knowledge is demonstrated; you want to take a bus to every location.	Completes plan with few misunderstandings, varying the places and modes of transportation; the host student overlooks minor cultural mistakes.	Few cultural errors; the host student and you discuss the types of transportation in America and in Russia.	Extensive use of cultural knowledge; the host student and you have a lively discussion about all types of Russian transportation; he decides to let you plan the next weekend excursion.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL ONE
LESSON THIRTEEN

OVERVIEW

In lesson thirteen sports are presented. Students learn to express past actions and work with numbers between one and one hundred.

In part A, the cardinal numbers between one and twenty are introduced. The expression **разве** is used to express surprise.

In part B, type I and II verbs are conjugated in the past tense in all forms. Verbs such as **быть**, **играть**, and **победить** are highlighted. The cardinal numbers from thirty to one hundred are also listed. Students use these numbers to tell the scores of particular sporting events.

In part C, sports are discussed in more detail. Various sports are identified as being played primarily by men or by women. The personal pronouns in the accusative case are also practiced.

TASK TO BE COMPLETED

As a past participant on an exchange program to your sister school in Russia, you decide to make a video of a sporting event that has just taken place at your school in America. The video will be sent to your sister school. In your report include the names of the teams, the scores of the event, the date of the event, and the names of the outstanding players.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

Students should be familiar with the verb **играть**, especially in relation to playing a sport. They should also be able to identify player's names either using **это** plus the nominative case of the name or **его/её зовут**. To expand on the task beyond the minimum performance, students should consider describing the nationalities of the players if the sporting event includes international players. Stating the location of the event, using plurality, describing the players and fans, and conveying likes and dislikes would enhance the report. The teacher may wish to provide visuals, such as pictures of famous men and women sports figures to prompt the students while performing.

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Face to Face Level One Lesson 13 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words; inaccurate usage; the exchange school doesn't know which sport you are talking about.	Often lacks basic words; the exchange school barely knows which sport you are talking about.	Occasionaly lacks basic words; the exchange school knows which sport you are talking about.	Most relevant words used during report; the exchange school gets a good idea about the event as well as the specific sport.	Rich and extensive vocabulary; the exchange school gets a full picture of what happened and all the interesting aspects of the event.	/5
Fluency in task completion	Speech halting and fragmentary; the audience thinks the sound is not working their televisions.	Speech very slow and uneven; audience thinks they have a bad connection with their televisions.	Speech frequently hesitant and jerky; the audience struggles patiently to listen to you.	Some definite pauses but the task is completed; the audience learns about the interesting events.	You speak like a Russian reporter; slight or few pauses; report given with ease and smoothness; the school requests more reports on sporting events from you.	/5
Structure/ Grammar	No sentence was spoken correctly; the audience wonders if they are listening to the Russian language.	Very few sentences were spoken correctly; the audience realizes they are listening to a foreigner.	Some sentences are spoken correctly; the audience thinks they are listening to an uneducated Russian.	Most sentences are spoken correctly; the audience thinks they are listening to a skilled student of Russian.	Almost all sentences are spoken correctly; the audience believes the reporter is well informed and educated in Russian sports.	/5
Comprehensibility/ Pronunciation	Entirely incomprehensible to the audience; the audience thought the reporter was mumbling.	Mostly incomprehensible to the audience; the audience only understood occasional phrases.	Many errors; the audience understood about half of the report.	Amost all of the report was understood by the audience.	The entire report was understood by the audience; no words were incomprehensible.	/5
Cultural Appropriateness	No cultural knowledge was displayed during the report; the audience was very offended; they immediately turned off the television.	Limited cultural knowledge was displayed; the audience was aghast and shocked by your informality.	Noticeable use of cultural knowledge; the audience was caught by surprise; you managed to use proper greetings.	Use of cultural knowledge was noticeable; the few mistakes did not offend the audience; you are well informed about Russian sports.	Proper cultural knowledge was used almost all the time; the audience was impressed with the congeniality and charm of the reporter.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					**Total: /25**

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FACE TO FACE LEVEL ONE
LESSON FOURTEEN

OVERVIEW

In lesson fourteen, time related expressions such as telling time on a clock, naming the parts of the day, and listing the days of the week are presented. Sequencing events during the day and explaining with whom an event occurs is covered.

In part A, the use of numbers with nouns are listed. Students learn how to express both time using a twelve hour clock and an official twenty-four hour clock.

In part B, students name the days of the week and answer the question **когда?** with either the time of the day or the day of the week. The preposition **в** with the accusative case is used to tell when an event took place.

In part C, the instrumental case is introduced. Students use this case to answer the questions **с кем?** and **с чем?** To discuss a sequence of events, **сначала** and **потом** are mentioned in the dialogues.

TASK TO BE COMPLETED

While participating in an exchange program in Russia, the school newspaper wants to write a feature story on the typical schedule of an American teenager. The reporter has sent you in advance a list of questions which he will include in his interview. Prepare orally your answers to these questions:

1. What activities are part of your typical day? At what time do these events take place?
2. What activities are part of your typical week?
3. With whom do you do these activities?

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

The **я** forms of all verb conjugations should be extensively reviewed. Students should also have a strong command of numbers so that they can express time phrases and the vocabulary associated with places in a city. To expand on the task beyond the minimum performance students should consider reviewing family vocabulary, expression of location, the use of nouns in the accusative case, likes and dislikes, alternatives such as **или**, and verb conjugations in the past tense.

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Face to Face Level One Lesson 14 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words; reporter does not understand how busy your schedule really is.	Often lacks needed words; reporter gets partial picture of your schedule.	Occasionally lacks basic word; reporter gets fairly accurate portrayal of schedule.	Most relevant words used during interview; reporter gets good idea of your schedule.	Rich and extensive vocabulary; reporter gets complete view of schedule; reporter admires your aggressive and thorough schedule.	/5
Fluency in task completion	Speech full of long and unnatural pauses; reporter mistakes your schedule as very boring and uneventful.	Speech very slow and uneven; reporter thinks your schedule is light and full of breaks.	Speech frequently hesitant; reporter thinks your schedule is fairly normal.	Although you stumble and rephrase, reporter gets good idea of your schedule.	Speech very natural; reporter is amazed at how much you accomplish in a day.	/5
Structure/ Grammar	No sentences spoken correctly; while transcribing, the reporter has to correct many of your mistakes; he / she wonders why you were chosen for the interview.	Very few sentences spoken correctly; reporter must spend a lot of time correcting your sentences.	Some sentences spoken correctly; reporter patiently corrects the mistakes.	Most sentences spoken correctly; reporter admires your carefully chosen and accurate use of words.	Almost all sentences are correct; the reporter is very glad that he has chosen such an articulate person to interview.	/5
Comprehensibility/ Pronunciation	Your entire interview is incomprehensible; reporter is completely confused about your schedule.	Most of your interview is incomprehensible; reporter is somewhat confused about your schedule.	Despite many errors, the reporter understands your interview.	Most of your interview is comprehensible; the reporter asks for clarification occasionally.	Entire interview is understood; your schedule is clear; the interview is engaging.	/5
Cultural Appropriateness	Complete absence of cultural knowledge; the reporter is insulted by American rudeness.	Cultural knowledge is limited; the reporter is aghast by your lack of tact.	Few mistakes in cultural knowledge; reporter not too offended by mistakes.	Use of cultural knowledge is good; mistakes are minor; reporter overlooks flaws and notes your awareness of Russian time etiquette.	Exemplary cultural knowledge; reporter is thrilled and honored to interview a polite American and amazed at your extensive knowledge of Russian schedules as well.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL ONE
LESSON SIXTEEN

OVERVIEW

In lesson sixteen weather is presented. Students talk about the weather in detail, describe its conditions, and discuss the seasons.

In part A, impersonal sentences in the past, present, and future tenses are used. Some examples include **жарко, было жарко,** and **будет жарко.** Students also practice converting temperatures in degrees Celsius to degrees Fahrenheit. Subordinate clauses containing the word **такой** are also discussed.

In part B, students describe the weather using the negative constructions of **нет, не было,** and **не будет.** Nouns declined in the genitive case after these words are briefly explained. The verb **хотеть** is conjugated into all present tense forms.

Part C distinguishes between the nominative and instrumental forms of the seasons, such as **лето - летом** and **весна - весной.** A distinction is made between the use of **зовут** and **называется** for naming people and things.

TASK TO BE COMPLETED

A friend who lives in another Russian city calls you on the phone and wants to meet in a park tomorrow to play a sport. Create a dialogue which will include these points:

1. Describe today's weather.
2. Predict tomorrow's weather.
3. Express your wish to play whichever sport you have chosen.
4. State your opinion as to whether you will be able to play or not.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

Students should review the verb **играть** and the ways to express playing a sport. Since students will be stating an opinion, the phrases, **я думаю, что** and **я знаю, что** should also be practiced prior to completing the task. To expand on the task beyond the minimum performance students could possibly talk about the location where they will play these sports. Alternative activities could be planned if the weather is different. These activities could then be negotiated using phrases which include likes and dislikes. Students could also state how they plan to get to these destinations and when these games would take place. Finally, students could discuss the sport itself describing when they played it last, if there is a professional team that also plays this sport, and who the outstanding athletes are of the game.

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Face to Face Level One Lesson 16 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary; friend does not hear enough words to understand what you want to do; friend decides to find out weather on his own.	Often lacks basic vocabulary; friend hears some words but very unclear about plans.	Occasionally lacks basic words; friend able to guess weather; both decide on the plan to play sports in the park.	Most important words used during conversation; friend understands the plan; both agree heartily.	Rich and extensive use of vocabulary; you and your friend discuss multiple options; your friend has a clear picture of the weather conditions.	/5
Fluency in task completion	Speech halting and fragmentary; your friend thinks you have been disconnected and hangs up.	Speech very slow and uneven; friend thinks you have a bad connection; he becomes very frustrated with the conversation.	Speech frequently hesitant and jerky; friend realizes you are struggling but is patient.	Some stumbling but manages to speak; friend hears almost all the words and is able to piece together the rest of the conversation.	Speech natural and continuous; friend quickly hears all the weather conditions; the conversation is very smooth.	/5
Structure/ Grammar	No sentences spoken correctly; your friend must rethink all of your words and put them into the correct form.	Very few sentences spoken correctly; your friend hears only a few words used correctly; he smirks at the mistakes.	Some sentences spoken correctly; your friend hears about half of the sentences correctly; he knows you are just learning the language.	Most sentences spoken correctly; your friend does not notice the few mistakes.	Almost all sentences spoken correctly; your friend is not aware that anything is wrong with your speech; he thinks that the mistakes you make are a new form of slang.	/5
Comprehensibility/ Pronunciation	Entirely incomprehensible; your friend does not understand what you think or want; he has to guess all the meaning.	Occasional phrases are comprehensible; your friend guesses the parts he does not understand.	Half comprehensible; your friend questions you for clarification and the conversation ends with both of you knowing what you are going to do.	Almost all your conversation is understood; your friend agrees heartily with your prediction about the weather and understands the details of your plan.	Entirely comprehensible; your friend is confident about the plans; he understands every word; he suggests calling all his friends to join you all tomorrow.	/5
Cultural Appropriateness	Complete absence of cultural knowledge; your friend hangs up the phone in disgust; you express distike for soccer or hockey, Russia's most popular sports.	Some demonstration of cultural knowledge especially in phone etiquette; your friend thinks you act like a jerk at times.	Noticeable use of cultural knowledge with phone etiquette; You manage to make some tentative plans.	Use of appropriate cultual knowledge in phone etiquette; you and your friend cordially discuss the weather and your plans for playing a sport.	Extensive use of cultural knowledge in phone etiquette; you and your friend have a lovely conversation about the weather and your plans for tomorrow.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL ONE
LESSON SEVENTEEN

OVERVIEW

In lesson seventeen, activities which occupy time are presented. Students also learn how to express age and give a reason for doing something.

In part A, the verb **заниматься** and the instrumental case are introduced. Students talk about activities to which they devote themselves. A new, stronger way to ask about an unfamiliar object or person is discussed for example, **что это такое**.

In part B, students learn the use of the dative case of personal pronouns when indicating age. The difference between the forms of **год, года,** and **лет** are noted. Students also learn how to state the number of years they have been doing an activity.

In part C, the interrogative word **почему** and subordinate clauses with **потому что** are explained. The phrases **многовременн** and **мало временн** are practiced.

TASK TO BE COMPLETED

An exchange student from your sister school in Russia is on his first tour of your school. You are serving as a tour guide and are showing him / her the places where you take part in sports. Introduce him / her to a student who is also active in sports. Have him / her ask the name of the student, how old the student is, and what sports the student participates in and why. Also, have him / her ask how old the school is and how many students attend your school.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

Students should review lexical items related to the places where sports are played such as **спортзал** and **стадион**. To introduce the students to the Russian friend, the phrases **это** plus the nominative case and **его / её зовут** should also be practiced. Related sports vocabulary should be reviewed. To expand on the task beyond the minimum performance, students could talk about where they live, what other activities they love doing in their free time, and who are some of the famous people associated with this activity.

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Face to Face Level One Lesson 17 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary; student unable to answer questions; Russian must assume the answers by looking at what the other students are doing.	Often lacks basic vocabulary; student able to answer a few of the questions; Russian gets partial description of the American students and the sports they play.	Occasionally lacks basic vocabulary; student is able to answer questions; Russian gets good description of the American students and the sports they play.	Most relevant vocabulary used; students able to answer the questions more fully; Russian hears full description of American students and the sports they play.	Rich and extensive vocabulary; student able to answer the questions with lots of words; Russian gets very detailed description of American students.	/5
Fluency in task completion	Speech halting and fragmentary; Russian gets tired of waiting and is anxious to meet other students; Russian thinks you did not hear him state the question.	Speech very slow and interview not completed; Russian listens to answers with great frustration.	Speech frequently hesitant; Russian patiently waits for your answers; the interview is completed.	Speech stumbling but interview completed with rephrasing; Russian hears speech with only few pauses.	Speech generally natural and continuous; Russian hears good answers; he enjoys visiting with you.	/5
Structure/ Grammar	No sentences spoken correctly; The Russian believes you to be nervous or uninterested in showing him/her around.	Very few sentences spoken correctly; Russian senses your slight nervousness and the confusion with your grammar.	Some sentences spoken correctly; Russian hears only a few errors in your speech.	Most sentences spoken correctly; Russian senses your confidence when you speak; he hears only minor errors.	Almost all sentences spoken correctly; Russian admires your overwhelming confidence in speech; an admiration between the two of you emerges.	/5
Comprehensibility/ Pronunciation	Entire conversation incomprehensible; Russian politely nods in agreement bringing the conversation to quick end and moves to another student.	Most of conversation incomprehensible; Russian understands only some parts and fills in the missing gaps.	Many errors but half of conversation comprehensible; Russian attempts to keep the conversation going with difficulty.	Almost all of the conversation is comprehensible; Despite few errors Russian understands what you are saying; the conversation is lively.	Entire conversation is comprehensible; Russian understands everything that you are saying; he wants to spend time talking to you in greater detail later.	/5
Cultural Appropriateness	Complete lack of cultural knowledge; the Russian is taken aback by your rudeness during the conversation.	Demonstration of cultural knowledge is limited; Russian thinks the reason you must be rude is because you are losing the game; he / she quickly encourages you to resume playing.	Noticeable use of cultural knowledge; Russian detects occasional slips in politeness; Russian not offended by mistakes.	Use of cultural knowledge demonstrates some understanding of Russian and American schools; ТЫ and ВЫ are used correctly most of the time.	Use of cultural knowledge is outstanding; Russian is amazed at your politeness; Russian asks if he can play the game with you.	/5
		To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).				Total: /25

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FACE TO FACE LEVEL ONE
LESSON EIGHTEEN

OVERVIEW

In lesson eighteen professions are presented. Students learn to discuss outcomes and talk about people or objects. Ways to express decisions and intentions are also learned.

In part A, the instrumental case is used to discuss professions in the future. Examples include **Я буду врачом** or **Я буду медсестрой**. Students also learn to use the nominative case form of the profession when indicating the profession in the present tense. The basic forms of the genitive plural after the words **много, мало, несколько** and **сколько** are also practiced. Students distinguish the meanings of **уже** and **ещё**.

In part B, the conjunction **поэтому**, meaning "therefore," is used to discuss the consequences of information given previously. The preposition **о** + prepositional case is explained. Students use this construction to talk about events and people. In keeping with the theme of professions, various types of schools in Russia are listed. These adjective forms of nouns can be used to describe either institutes or departments in universities. Examples include **педагогический, экономический** and **химический**.

In part C, the verb phrase **решить** + an infinitive is used to talk about decisions which are made regarding choice of profession. The preposition **после** + genitive case conveys a time sequence.

TASK TO BE COMPLETED

While visiting Russia as a participant in an exchange program, you and your Russian family talk about your desire to return to Russia and study in a Russian university. Discuss with them your future educational plans. Tell them where you want to study, what subject you want to study, what you want to become, and why you have chosen this profession.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

Students should review locations of places in a city, subjects taught in school, expressions of opinion, such as **я думаю, что**, and likes and dislikes using the phrases, **мне нравится** or **я люблю**. To expand on the task beyond the minimum performance, students could talk about the professions of their family, the activities associated with each profession, and expressions of alternatives or other possible career plans.

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Face to Face Level One Lesson 18 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary; family unclear of plans because so few words spoken.	Often lacks needed vocabulary; family partially clear of plans although few words spoken.	Occasionally lacks basic vocabulary; family hears clear career plan.	Most relevant vocabulary used; family gets good idea of career plan because of large amount of vocabulary.	Rich and extensive use of vocabulary; family gets great idea of career plan; you and your family discuss alternate plans.	/5
Fluency in task completion	Speech halting and fragmentary; family thinks you are undecided about your plans or that you have not thought about the subject.	Speech very slow and uneven; family thinks you have not completely resolved your future plans.	Speech frequently hesitant; family thinks you have narrowed your decision down to a couple of options.	Some definite stumbling; family thinks you have decided your future plans.	Speech generally natural; family thinks you have confidently decided your future plans and can strongly support your argument.	/5
Structure/ Grammar	No sentences spoken correctly; family confused as to whether you are speaking about the present or future plans especially in regard to your choice of profession.	Very few sentences spoken correctly; family assumes a lot of information about plan from words strung together.	Some sentences spoken correctly; family hears many grammatical mistakes; family clear on your future plans.	Most sentences spoken correctly; family hears correct use of grammar.	Almost all sentences spoken correctly; family hears excellent use of grammar; future plans expressed accurately and thoroughly.	/5
Comprehensibility/ Pronunciation	All of plan is incomprehensible; family unable to tell what you want to do.	Most of plan is incomprehensible; family able to tell a few of the things you want to do.	Some of your plan is comprehensible; family has an idea of what you will do, but understands few details.	Plan is comprehensible; family able to understand most of the things you want to do and grasps some details, such as where, etc.	All of the plan is comprehensible; family able to understand all of the things you want to do; family is amazed by your decisiveness.	/5
Cultural Appropriateness	Absence of cultural knowledge; family members change their minds and don't want you to come for another visit; you are completely out of touch with the Russian educational system.	Limited use of cultural knowledge; family questions their decision to invite you for another visit.	Noticeable use of cultural knowledge; family realizes you are still struggling with the language; family want you to return; anxious to see how much you have progressed.	Good use of cultural knowledge; family overlooks minor mistakes; family glad they invited you again; family impressed with your knowledge of the Russian school system.	Excellent use of cultural knowledge; family considers you one of the family members; admires your politeness and thinks you will be very successful in your future plans.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL ONE
LESSON NINETEEN

OVERVIEW

In lesson nineteen, students learn how to write letters to friends and state actions that need to be done. The imperfective and perfective verb aspects are introduced.

In Part A, students learn how to express the completion or result of an action. The difference in meaning between these verbal aspects is explained.

In Part B, the dative case is used to name indirect objects. Students address envelopes to various people in order to practice indirect objects.

In Part C, the dative case is used with the word **надо** to express actions that must be done. The adverbs **утром, днём, вечером,** and **ночью** are listed.

TASK TO BE COMPLETED

You are living in Russia as a participant in an exchange program. You want to buy souvenirs for your American family. State to your Russian family where you need to go, what souvenirs you need to buy, and for whom you are buying the souvenirs.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

Students should review the various places in the city and the souvenirs listed on pages 394 and 403. To expand on the task beyond the minimum performance, students could ask the location of the stores in the city, express likes or dislikes of particular souvenirs, describe the members of their American family, discuss the interests of their American family, state how they plan on going to the stores in the city, and name the times when they will go to the stores.

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Face to Face Level One Lesson 19 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary; inappropriate usage; family thinks you do not need to buy any souvenirs.	Often lacks needed vocabulary; somewhat inappropriate usage; family thinks you need to buy only one or two souvenirs.	Occasionally lacks basic words; generally appropriate usage; family thinks you need to buy some souvenirs for a few family members.	Most relevant words used; little or no inappropriate usage; family gets good idea of list of souvenirs and for whom you are buying them.	Rich and extensive vocabulary; very good usage; family gets detailed list of souvenirs and for whom you are buying them.	/5
Fluency in task completion	Long unnatural pauses; family thinks you have not decided the list.	Speech very slow and uneven; family thinks you are making up the list as the conversation progresses.	Speech frequently hesitant and jerky; you manage to get through your list, but it is quite short.	Some stumbling but the family hears the list with an occasional pause.	Speech generally natural; family hears list in a normal way; family knows you have thoughtfully considered each gift.	/5
Structure/ Grammar	No sentence spoken correctly; family does not know which family member gets which souvenir.	Very few sentences spoken correctly; family guesses the recipients of many of the souvenirs.	Some sentences spoken correctly; family knows who what, but you only manage to give them a short list.	Most sentences spoken correctly; minor errors do not interfere with task completion.	Almost all sentences spoken correctly; family gets complete list of who gets which souvenir; use of dative case absolutely correct.	/5
Comprehensibility/ Pronunciation	Entire conversation incomprehensible; family unable to assist you and can't advise you where to go.	Most of conversation is incomprehensible; family can only assist you a little	Half of conversation is comprehensible; family must assist you by guessing items to which you refer.	Conversation is comprehensible; family advises you which store to visit for most of your list.	All of conversation is comprehensible; family suggests multiple choices of places to go for each souvenir.	/5
Cultural Appropriateness	Complete lack of cultural knowledge; you have no clue as to the types of souvenirs available in Russia.	Cultural knowledge is very limited; you have a vague clue of the types of souvenirs available in Russia.	Noticeable use of cultural knowledge; you have a good idea of the souvenirs available.	Use of cultural knowledge is very good; you and your Russian family dissuss the Russian souvenirs.	Excellent use of cultural knowledge; you and your Russian family discuss Russian souvenirs, the locations where they are made, and/or popular American souvenirs.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL TWO
LESSON ONE

OVERVIEW

In lesson one, the students learn how to introduce themselves and others, how to respond to these introductions, and how to ask and answer questions pertaining to where someone is from. In addition, students read about different kinds of informational signs that are present in airports in Russia. Students learn how to explain accurately where they are from and how to use the verb **приехать** to describe where they came from or arrived.

In part A, the students introduce themselves and others using the phrase **Давайте познакомимся**. In addition the students ask questions about where a person is from using the phrase **Откуда вы/ты ?** and answer using the prepositions **из** and **с** with the genitive case.

In part B, the students learn how to respond to the introductions from part A using phrases such as **Рад с вами познакомиться** and **очень приятно** . The students also give their name and the diminutive form using phrases such as **можно просто....?** A section on different Russian diminutives of common Russian names is also given.

Part C includes a cultural reading and activity about informational signs in airports in Russia and a reading activity involving a few selections from Russian newspapers about students arriving from and going to places .

Part D is a grammar summary covering the prepositions **в, на** + the accusative case and **из, с** + the genitive case to describe where one arrives or comes from, verbs of motion with the prefix **при-** to describe arriving at a destination, and using the genitive case of the second noun in a group when it expresses something that is part of another such as **учитель русского языка** .

TASK TO BE COMPLETED

A group of American students has to come to Russia on an exchange program. You are one of the students in the American group. At the airport, a Russian teacher who is supposed to meet the group approaches and asks where you are from. You respond that you are from Washington, introduce yourself formally and then give him/her the informal version of your name using the diminutive. He/ she responds, introduces himself and you respond to the introduction appropriately. Then, your American group leader approaches and you introduce him/her to the Russian teacher. They greet each other and respond to the introduction.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To go beyond the minimum task, the students should review the following: formal vs. informal ways to greet a Russian adult and say his/her name (**имя, отчество, фамилия**), appropriate use of **ты** vs. **вы**, the genitive case of adjectives and nouns in order to describe what subjects the American group leader and the Russian teach, vocabulary and expressions about yourself, i.e. where you live, and what grade you are in, in order to converse more fully with the Russian teacher.

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Face to Face Level Two Lesson 1 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words and expressions; you are unable to respond to the Russian teacher, who walks away to look for another group.	Often lacks needed words and expressions; you are only able to give one word answers and are unable to introduce the American group leader.	Generally appropriate usage; you know enough to make sure that the Russian teacher and the American group leader get acquainted. The task is completed.	Little or no inappropriate usage; you not only complete the task but are able to carry on a small conversation with the Russian teacher.	Rich and extensive vocabulary; very appropriate usage; the Russian teacher asks you questions about yourself, you respond and even ask him/her a few questions.	/5
Fluency in task completion	Speech halting and fragmented; long and unnatural pauses render the task incomplete; the Russian teacher turns to another student in the group.	Speech very slow and uneven, except for short or routine sentences; task completion unlikely.	Speech frequently hesitant and jerky; Russian teacher patiently helps you while waiting for the group leader. Task is completed.	Some definite stumbling, but you manage to rephrase and continue; Russian teacher wishes to continue the conversation.	Speech generally natural and continuous; slight or no stumbling; Russian teacher enjoys speaking with you .	/5
Structure/ Grammar	No utterance rendered correctly; Russian teacher wonders how long you've been studying Russian.	Very few utterances rendered correctly; Russian teacher barely understands where you are from and who your group leader is.	Enough utterances rendered to complete the task. Russian teacher realizes he/she has met the correct group.	Most utterances rendered correctly even when the Russian teacher converses with you more in-depth about yourself.	Utterances almost always correct; Russian teacher compliments you by telling your group leader how well you speak Russian.	/5
Comprehensibility/ Pronunciation	Almost entirely incomprehensible; frustrated Russian teacher searches for your group leader.	Mostly incomprehensible; unable to pronounce longer words of introduction.	Comprehensible enough so that the Russian teacher decides to correct your pronunciation and let you continue; task is completed.	Almost entirely comprehensible; introductory words are no longer a problem for you; some minor errors on more advanced expressions, such as рад самым познакомиться.	Entirely comprehensible; You are able to pronounce difficult Russian names; Russian teacher is impressed by your accent.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; you have no idea how to address the Russian teacher; he/she is offended and tells your group leader this.	Limited demonstration of cultural understanding; you mix up the forms for ты and вы when adressing the teacher.	Noticeable use of cultural knowledge; you politely greet the Russian teacher and appropriately introduce him to your group leader.	Only minor errors of cultural knowledge displayed; you politely convey additional information about yourself and your group.	Extensive and appropriate use of cultural knowledge; the Russian teacher notices that you have used several forms of greetings appropriately and is delighted to speak with you.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL TWO
LESSON TWO

OVERVIEW

In lesson two, the students learn how to become on more familiar terms with a person how to describe with whom a person will be living, how to make suggestions for places to go, and how to respond to these suggestions in a variety of ways. In addition, the students learn how to describe future actions and events.

In part A, the students continue to use the greetings they learned from the previous chapter. In addition, they use the future tense of the verb **быть** to describe future actions such as **Я буду жить...**, and to suggest using a more familiar means of addressing another person (**Давай будем на 'ты'**). In addition, students learn how to express enthusiasm using the correct forms of **рад**, and how to agree using **хорошо** and **ладно** .

In part B, the students learn how to describe and list future actions and events again using the future tense of the verb **быть**, how to suggest a particular action or event to another person, and how to respond to these suggestions in a variety of ways such as **Как интересно!** and **Ой, как здорово!**

Part C starts with a cultural reading about the popular Russian song **"Пусть всегда будет солнце"** . The lyrics and the music of the song itself follows.

Part D is a grammar summary covering the future tense of imperfective and perfective verbs, the preposition **у** + the genitive case to indicate places, the forms of **рад** + infinitive, **рад** + **что** to express gladness and the construction **давай** + the future tense/ infinitive to suggest something.

TASK TO BE COMPLETED

You are an American businessperson who is hosting a Russian engineer who has been invited to a conference in New York. You are excited to try out your Russian language ability. You meet the Russian engineer at the airport, introduce yourself using your full name and tell the engineer that he/ she will be staying with you. The Russian engineer responds with enthusiam and suggests that you both use **ты** . You agree enthusiastically (ex: **С удовольствием !**). Then, you tell the engineer what the schedule is for the next couple of days, which includes a meeting at a factory and a couple of excursions. The engineer expresses interest and you suggest that you go together to a concert in the evening. The engineer is delighted by your hospitality.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To perform the minimum task, the student should review greetings and introductions from the previous chapter and the difference between **ты** and **вы**. To expand beyond the minimum task, the students should review expressions of time such as **сегодня, завтра, утром** and **вечером**. In addition, the students should review the construction describing where a person is from (**откуда вы ?**), personal questions about the visiting engineer, diminutives in order to become on more familiar terms with your guest, and expressions with **хотеть** and **любить** to find out what the Russian engineer specifically wants to do.

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Face to Face Level Two Lesson 2 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words and expressions; you are unable to greet the engineer who is afraid that this will be a very long visit.	Often lacks needed words; the engineer hands you his dictionary in the hopes that it will help.	Occasionally lacks basic words; generally appropriate usage; the engineer smiles and helps you with additional words; task is completed.	Little or no inappropriate usage; you are able to make interesting suggestions for places to go and comment briefly on these places.	Rich and extensive vocabulary; you ask the engineer about himself/ herself, and get his/her opinion on places to go; the engineer is looking forward to his/her stay.	/5
Fluency in task completion	Speech halting and fragmented; long, unnatural pauses render the task incomplete; the frustrated engineer starts speaking to you in English.	Speech very slow and uneven, except for short and routine sentences; task completion unlikely.	Speech frequently hesitant and jerky; sympathetic engineer is pleased by your desire to speak Russian and helps you ; the task is completed.	Some definite stumbling but manages to rephrase and continue; engineer pulls out guide book in English to help with difficult place names.	Speech generally natural and continuous; slight or no stumbling; you are able to converse extensively with the engineer and he enjoys speaking with you.	/5
Structure/ Grammar	No utterance rendered correctly; engineer wonders where you studied Russian and has no idea what his itinerary is.	Very few utterances rendered correctly; confused engineer asks if his/her itinerary is written down anywhere.	Enough utterances rendered correctly to complete the task; patient engineer lets you continue in Russian and corrects your mistakes.	Most utterances rendered correctly; some stumbling on more complicated constructions such as using the future tense to list events.	Utterances almost always correct; engineer is impressed and wants to know where you studied and what textbook you used.	/5
Comprehensibility/ Pronunciation	Almost entirely incomprehensible; worried engineer is afraid that he will miss the conference due to miscommunication.	Mostly incomprehensible; only occasional phrases comprehensible; task not complete.	Comprehensible enough so that the task is completed; sympathetic and tired engineer asks you to repeat once in a while.	Almost entirely comprehensible; the conversation continues; the engineer occasionally has you write down a word that he /she does not understand.	Entirely comprehensible; the engineer asks if you have ever lived in Russia.	/5
Cultural Appropriateness	Absense of cultural understanding displayed; you greet the engineer inappropriately ; he/she is offended and wants to change his housing assignment.	Limited demonstration of cultural understanding; you mix up the forms for ТЫ and ВЫ even after the engineer suggests that you both use ТЫ ; the engineer is confused.	Noticeable use of cultural knowledge and etiquette; you make suggestions of places to go and try to get the engineer's opinion.	Only minor errors of cultural knowledge displayed; in addition to the schedule, you ask the engineer what he/she would specifically like to do.	Extensive and appropriate use of cultural knowledge; you discuss points of interest and make plans together; the engineer is delighted to stay with you and invites you to stay with him/her in Russia when you visit.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL TWO
LESSON THREE

OVERVIEW

In lesson three, the students learn how to describe a person's appearance, if someone looks like another person, and what characteristics they do or do not have in common. In addition, students learn how to ask and express opinions in general.

In part A, the students use new adjectives and the nouns for eyes and hair (**глаза** and **волосы**) to describe a person's physical appearance. The students learn to use the constructions **у него, у неё** and **с +** the instrumental plural with these adjectives and nouns. In addition, they can describe a person's height and if they are slender or stout (**стройный или полный**).

In part B, the students use the expressions **По- моему, ...** and **Я думаю, что...** to give opinions on various subjects. In addition, the students use the adjective **похож**, with the adjectives **такой же / другой** and parts of the body, to describe who one looks like/ does not look like and in what way. Part B also includes a cultural reading in Russian about a book on rock musicians.

Part C includes a cultural reading in English about the poet **С. Я. Маршак** and one of his poems for children, in Russian.

Part D is a grammar summary which includes describing a person's appearance using a noun + **с (о)** + the instrumental plural, personal pronouns in the instrumental case with **с** , the verbs **познакомить, познакомиться** , the pronouns **тот, та, то, те**, the forms of the short form adjective **похож**, and conveying information using **говорят...**

TASK TO BE COMPLETED

You are an American student on an exchange program to Russia. One evening, you are sitting in the kitchen with your Russian mother and she asks you about your family. You respond that you do not have a picture of them . Your Russian mother asks you to describe the members of your family anyway. You give a physical description of each of them and your mother asks who you look like. You respond, including in what way you look like that person. Note: if you do not look like anyone in your family, you must indicate this and add how you are different.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To complete the minimum task, the students must review the constructions for denoting possession with various pronouns, and the vocabulary for members of the family.

To go beyond the minimum task, the students should review expressions to describe your family in more detail i.e. ages, professions , hobbies etc. In addition, the students should consider the various types of Russian families, such as grandparents who live at home, single parent families and families where extended family live in the apartment as well.

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Face to Face Level Two Lesson 3 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words and expressions; you are unable to describe your family; Russian mother wishes you had a picture.	Often lacks needed words; Russian mother cannot figure out who you look like.	Generally appropriate usage; you know enough to get the task completed; Russian mother can imagine what your family looks like.	Most relevent words used during task completion; Russian mother begins to ask additional questions about your family members.	Rich and extensive vocabulary; very appropriate usage; Russian mother looks forward to meeting your family one day.	
Fluency in task completion	Speech halting and fragmented; long, unnatural pauses render the task incomplete; Russian mother stops asking and goes back to cooking dinner.	Speech very slow and uneven, except for short and routine sentences; task is not completed.	Speech frequently hesitant and jerky; kind and patient Russian mother shows interest and encourages you to continue. Task is completed.	Some definite stumbling but manages to rephrase and continue; realizing what your family looks like, Russian mother begins to comment on them.	Speech generally natural and continuous; slight or no stunbling; you converse freely about your family; Russian mother feels that your family should be proud of you.	/5
Structure/ Grammar	No utterance rendered correctly; Russian mother goes in search of her son/ daughter who speaks English .	Very few utterances rendered correctly; very little correct usage of the instrumental case; confused mother smiles but does not understand what you are saying.	Enough utterances rendered correctly to complete the task; polite mother lets you continue and occasionally corrects your mistakes.	Most utterances rendered correctly; some stumbling on more complicated constructions with instrumental plural.	Utterances almost always correct; extensive, correct usage of all aspects of the instrumental case; Russian mother is delighted by your grammatical accuracy.	/5
Comprehensibility/ Pronunciation	Almost entirely incomprehensible; Russian mother asks if you are tired and want to go to bed instead.	Mostly incomprehensible; extreme difficulty with pronunciation of long phrases with o + the instrumental plural.	Comprehensible enough so that the task is completed. Amused mother helps you with your pronunciation of long phrases with the instrumental plural.	Almost entirely comprehensible; you almost always pronounce long phrases with the instrumental plural correctly.	Entirely comprehensible; Russian mother does not need a picture to know what they are like and is happy to hear about them.	/5
Cultural Appropriateness	Absense of cultural understanding displayed; you address the Russian mother inappropriately and express no interest in the structure of Russian families; Russian mother says nothing.	Limited demonstration of cultural understanding; You cannot adequately describe your family ; Russian mother feels that you are not interested in spending time with her.	Noticeable use of cultural knowledge; you attempt to show your interest in having a conversation with your Russian mother.	Only minor errors of cultural knowledge displayed; although you are able to talk about your family, you are not quite able to ask your Russian mother about hers.	Extensive and appropriate use of cultural knowledge; you display interest in the makeup of Russian families by asking to look at the mother's photographs.	/5
		To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).				Total: /25

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FACE TO FACE LEVEL TWO
LESSON FOUR

OVERVIEW

In lesson four, the students learn to describe and give opinions on character traits in themselves and in other people.

In part A, the students learn to describe a person's character traits using adjectives such as **отличный** and **честный** . In addition, they learn to express a wish using **Я хотел бы ...**, an impression using **Мне кажется,...** and a supposition using **Наверное,....**

In part B, the students are given a wide selection of character traits to use. In addition, they learn how to express opinions on these traits and discuss what kinds of traits they like in general. The end of part B includes a passage in English on more conversational adjectives young people use to describe others.

Part C is a cultural reading that includes a selection of "personals", written in Russian, for the students to read.

Part D is a grammar study which includes the construction for expressing a wish (**Я хотел бы ...**), the verb **быть** with adjectives in the instrumental case to describe what character traits a person would like to possess, and the forms of the short form adjective **знаком** used with **с** + the instrumental case.

TASK TO BE COMPLETED

You are an American student on an exchange program to Moscow. One day, you are walking around the center of town, talking with your Russian student, and he/she asks what you think of one of his/ her friends (**Как тебе...?**). You give your opinion using several different character traits. Your exchange student then asks which traits in people, in general, you like and do not like. You respond and your exchange student asks what character traits you would use to describe yourself. You respond and add a couple of characteristics that you wish you had.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To complete the minimum task, the students should review the various constructions for expressing opinions such as **Мне нравится, Мне кажется, По-моему,** and **Я думаю, что...**

To go beyond the minimum task, the students should review physical characteristics from the previous chapter in order to add to the first part of the task. Students may also want to review the vocabulary for different types of people (**мужчина, женщина, мальчик, девушка**) in order to elaborate on what character traits you admire in general.

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Face to Face Level Two Lesson 4 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words and expressions; you are unable to describe anyone; Russian student thinks you are afraid to give an opinion.	Often lacks needed words and expressions; you are unable to give appropriate descriptions and the Russian student is confused.	Occasionally lacks basic words and expressions; you know enough to complete the task; Russian student is glad to have your opinion.	Most relevant words used during task completion; you begin to talk about typical Russian character traits.	Rich and extensive vocabulary; very appropriate usage; your discussion turns to a comparison of Russian and American traits.	/5
Fluency in task completion	Speech halting and fragmented; Russian student thinks that you do not like his/ her friend.	Speech very slow and uneven except for short or routine sentences; task completion unlikely.	Speech frequently hesitant and jerky; with prompting from the Russian student, the task is completed.	Some definite stumbling, but manages to rephrase and continue; Russian student asks more detailed questions to continue the conversation.	Speech generally natural and continuous; slight or no stumbling; Russian student is impressed by your insight into people.	/5
Structure/ Grammar	No utterance rendered correctly; Russian student asks you in English instead.	Very few utterances rendered correctly; you are unable to use the instrumnetal case with the verb быть to describe what character traits you would like to possess.	Enough utterances rendered correctly to complete the task; Russian student is interested in your opinion.	Most utterances rendered correctly; some minor structural errors; your accuracy allows you to enter into a conversation of Russian character traits in general.	Utterances almost always correct; continually accurate use of the instrumental case in all situations; Russian student is engrossed in the conversation.	/5
Comprehensibility/ Pronunciation	Almost entirely incomprehensible; Russian student decides never to introduce you to his/her friends again.	Mostly incomprehensible; Russian student is unclear who you are describing.	Comprehensible enough so that the Russian student does not bother to correct your pronunciation; task is completed.	Almost entirely comprehensible; Russian student begins to gain insight into your character.	Entirely comprehensible; Russian student decides to introduce you to all of his/her friends.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; you ask the Russian student why he/she wants to know anyway.	Demonstration of cultural understanding limited; Russian student feels that you have little interest in his/ her friends.	Noticeable use of cultural knowledge; your description of the student's friend is honest without being offensive.	Only minor errors of culture knowledge displayed; you discuss Russian character traits in general.	Extensive and appropriate use of cultural knowledge; you have an extensive conversation comparing Russian and American character traits. Russian student is pleased by your interest.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL
TWO LESSON SIX

OVERVIEW

Lesson Six provides vocabulary and grammatical structures for suggesting an outing (in Moscow), inquiring about locations, and stating one's preference on how best to get to where one wants to go.

In part A, the expressions **поедем** and **Хочешь, я покажу тебе . . .** are used to make suggestions for an outing. Words associated with going and coming are introduced including **от** + genitive, **рядом с** + the instrumental, **далеко, недалеко, туда, доехать** and **дойти.**

Part B covers using a Russian map, including an explanation of the abbreviations **ул., просп., пер., бульв.**, asking directions (**Где находится . .. ?**), and discussing monuments and statues using the dative case (**памятник кому? Юрию Долгорукому**).

Part C provides short readings about important places of interest in Moscow.

TASK TO BE COMPLETED

You are on the second week of your exchange in Moscow. Your host brother is at swim practice, host mother is shopping, and **бабушка** is napping soundly in her chair. Your host father, who spends most of his time at work, decides to take a few hours off and show you, his American exchange "son/daughter", a point of interest in the city. Althoughe knows no English, he is determined to make himself understood.

The basic task is the following. Father suggests a place to go (**Хочешь, я тебе покажу американское посольство?**). The American exchange student agrees and asks about the location of the place (**С удовольством, а где оно находится?**). The father describes the location (**Оно на НовомАрбате.**). The son asks how to get there (**Как туда доехать?**). The father explains (**Лучше всего доехать на метро.**) and the pair heads off together.

NOTES ON RELATED LEXICAL AND GRAMMATICAL CONTENT FOR TASK

To expand the task beyond minimum performance, students might include **куда** and **где** questions, ask descriptive questions about the place suggested, propose an alternative outing, and/or engage the father in further conversation.

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Face to Face Level Two Lesson 6 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words, such as от and до; inadequate, inaccurate usage of place names; incorrect verb selection; father assumes you don't want to go with him.	Uses very little of the new vocabulary in the chapter; somewhat inappropriate usage; insufficent vocabulary.	Occasionally lacks basic words; generally appropriate usage; you have a general sense of where you are going.	Most relevant words used during task completion; little or no inaccurate usage.	Rich and extensive vocabulary from this and other chapters, including hard to pronounce Moscow place names; father is impressed.	/5
Fluency in task completion	Long pauses and haphazard phrases result in neither party knowing where you are going and how you are going to get there.	Very slow and uneven speaking frustrates the father; few of the new phrases are used; you react slowly and in a confusing manner to his suggestion for an outing and/or his explanation of how to get there.	Despite hesitant speech and mistakes, patience on the part of your host father results in you both knowing where you are going and how you are going to get there.	Some definite stumbling, but you manage to correct your mistakes or rephrase and continue; all parts of the task completed.	The host father is delighted that you speak and understand Russian so well; you are off on the right foot with your host father.	/5
Structure/ Grammar	None of the major grammar points in the chapter attempted and/or used correctly, resulting in almost complete incomprehensibility.	Very few correct phrases are used, and little or no attempt is made to use the new constructs.	Some correct usage of new case endings and/or verb structures, such as Где находится?, Как туда поехать? and so on.	Generally correct usage of new case endings and verb structures; student might ask the father to describe the place he is suggesting.	Most constructs are error free; extensive use of the most difficult constructs from this and previous chapters; father compliments your Russian.	/5
Comprehensibility/ Pronunciation	Your accent and mispronunciation make it impossible to be understood; father returns to work.	Beyond the initial greeting you are barely comprehensible to your father.	Most of the words used are pronounced comprehensibly; the name of the place to be visited or other difficult new vocabulary might be incorrectly uttered.	Despite an occasional mispronounced word, stress, or intonation pattern, you complete the task smoothly.	Correct intonation, stress, and accent are evidenced throughout the dialogue; difficult Russian place names are used; father comments that you almost have no accent.	/5
Cultural Appropriateness	You do not appreciate the time your father has taken off to show you the city. You are disrespectful and anger your father.	You are generally polite, but father chuckles at your accidental misuse of such basic cultural norms, suchas ты and вы.	You use ты and вы appropriately, depending on your role; you show enthusiasm for an outing in Moscow.	You are not only polite, but you recognize the name of the place the father suggests visiting.	You may suggest an alternative spot or comment extensively on the place suggested; the father compliments your knowledge of Russian culture.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

FACE TO FACE LEVEL TWO
LESSON SEVEN

OVERVIEW

Lesson Seven describes various ways of asking for and giving directions to points of interest in and around Moscow.

Part A focuses on the grammar and vocabulary of asking and giving directions. The impersonal verbal form **мне надо идти** is used to state where one wants to go, and **вам надо повернуть** is explained as a polite way to tell someone to turn. Students learn to shift between the imperative to infinitive forms of **повернуть**. In order to be more specific about where one needs to go, the expressions **по улице** and **в ту сторону** are introduced. Very often people asking directions have to ask for clarification, so students learn to use the polite phrase **Повторите, пожалуйста**. The expression **Я правильно понял(а)** completes these useful set of phrases.

Part B contains a series of common street signs, such as ones for the metro and bus. There is a map of the important buildings on and around Red Square. Finally, a text describes Pushkin Square.

Part C is the Pushkin poem **Ты и вы.**

Part D explains how to form the imperative and use the word **надо** with an implied verb of motion.

TASK TO BE COMPLETED

You have taken the metro to Red Square with another American friend. You are planning to visit a specific place near Red Square, but in your rush to leave the apartment, you forgot the written directions and map your host sibling so carefully made. You dare not call home, so you ask a passerby how to get to the place. Ask politely for help and explain where you want to go (**Мне надо в Большой театр -- как туда пройти?**). The passerby tells you how to get there (**Вам повернуть . . .**). Ask for clarification and correctly repeat the directions to the passerby (**Повторите, пожалуйста . . . Я вас понял, что . . .**).

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand the task beyond minimum performance, students should consider using the following constructs: **направо, налево, прямо; до** + genitive; **на** or **в** + accusative; **ехать** with transportation and **идти** by foot. The polite phrase **Извините пожалуйста** and other ways of getting someone's attention are also useful. The two friends should try to split the task equitably between themselves.

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Face to Face Level Two Lesson 7 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words, such as **надо, повернуть; прямо**; inadequate, inaccurate usage of place names; you get lost and your family has to come looking for you.	Uses very little of the new vocabulary; somewhat inappropriate usage; insufficent vocabulary to ask for directions or get clarification.	Occasionally lacks basic words; generally appropriate usage; you gain a general sense of how to get to where you are going.	Mostly relevant words used during task completion; little or no inappropriate usage; some use of words from previous chapters, such as **налево,направо**, etc.	Rich and extensive vocabulary from this and other chapters; very appropriate usage; passerby might even join you in further conversation as you head off.	
Fluency in task completion	Long pauses and haphazard phrases makes the passerby impatient; he or she tries to explain to you in English, instead.	Very slow and uneven speaking frustrate the passerby; few new words or phrases from the chapter are used.	Despite initial hesitancy and mistakes, the patient passerby understands and gives you directions.	Some definite stumbling, but you manage to rephrase and continue; passerby feels confident enough in your Russian to get detailed directions.	Fluency allows you quickly to make your needs known, elict the directions, and repeat them back accurately and in a way that helps you remember them.	/5
Structure/ Grammar	None of the major grammar points in the chapter attempted and/or used correctly; Russian passerby is not sure what language you are speaking.	Very few correct phrases are used, and little or no attempt is made to use even memorized constructs.	Some correct usage of new vocabulary, such as **вам надо повернуть**, or other sentences.	Generally correct usage of the new and previous verb forms and case endings.	Most constructs are error free; extensive use of difficult phrases both from this chapter and previous ones; passerby assumes you are a university student studying Russian and compliments your progress.	/5
Comprehensibility/ Pronunciation	Your accent and mispronunciation make it impossible to be understood; you have to go back to the apartment for the directions.	Beyond the initial request for help you are barely comprehensible and gain no useful information.	Most words used are pronounced comprehensibly, several stress or intonation errors likely, but your needs are understood and addressed.	Despite an occasional mispronounced word, stress, or intonation , you are fully understood and gain the needed information; some attempt to say previously studied material.	Correct intonation, stress, and accent are evident throughout exchange; passerby understands immediately what place you are looking for and helps you.	/5
Cultural Appropriateness	You insult the passerby by inappropriately using **ты** and/or abruptly interrupting him.	You are polite, but react slowly and in a confusing manner so that the passerby might feel he or she is not being listened to or is wasting his or her time.	Appropriate use of formal speech conventions; passerby appreciates your politeness, but fears that you may not have understood fully.	You are polite, listen to the directions nicely, and appropriately ask for clarification; perhaps you engage the passerby in a brief discussion about the place you are going.	You are appropriately polite; perhaps you some something intelligent about the place you are going; you thank the passerby appropriately.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL TWO
LESSON EIGHT

OVERVIEW

Lesson eight presents useful grammar and vocabulary associated with waiting for people to arrive at a designated meeting place, wondering why someone is late or whether he or she is coming at all, and giving an appropriate gift to a visitor.

Part A begins by explaining how to say what someone promised to do (**Он обещал прийти; Она обещала принести цветы.**) The lesson points out how to use the dative with the recipient of a gift (**Мы подарим Кате цветы**). The lesson presents possible conversation variations on what kinds of gifts people should bring and how someone might react to the gift or gift idea (--**Ну, как цветы? Ничего?** --**Ну, что ты! Прекрасные цветы!**). The lesson also explains how to ask whether someone was invited to the party at all (**А Лауру ты пригласил?**).

Part B explains how to name a person's home as a destination by using the preposition "**к**" + dative of someone's name (**Ты придёшь к Кате?**). How to give one's regrets or explain one's lateness is presented as either a verbal construction (**Мне надо сделать задания**) or a possessive construction (**У меня тренировка**). Many possible gifts are discussed.

Part C is a cultural reading about an American philanthrophic society that brings teddy bears to Russia.

Part D explains how to form the future and past of **принести** and **прийти**, when to use the prepoposition "**к**", and how to decline foreign names in Russian.

TASK TO BE COMPLETED

A Russian and an American friend meet at a designated place before going to someone's house for an evening get-together. The American friend explains that he or she has invited a third person to join them. The two decide to buy a gift from a shop nearby while they wait. The third friend arrives, explains why he or she was late, and reacts to the present the other two have bought.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand on the task beyond minimum performance, students should review the use of greetings between friends (**Привет, Здравствуй**) and how to buy an item in a store (**Можно посмореть?**).

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Face to Face Level Two Lesson 8 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary, such as the preposition **к, пригласить, Что ты**, and so on. vocabulary inadequate to accomplish any parts of the task.	Often lacks needed words; somewhat inappropriate usage; some parts of the task incomplete due to insufficient vocabulary.	Occasionally lacks basic words; generally appropriate usage; there is evident use of needed vocabulary associated with invitations, gift buying and negotiating, and explaining why one is late.	Mostly relevant words used in all parts of the task; little or no inappropriate usage; some attempt to use difficult vocabulary from previous chapters.	Rich and extensive vocabulary from this and other chapters; very appropriate usage; the gift selection process is very successful./the third friend explains why he/she was late, and the group comes together for the party.	/5
Fluency in task completion	Speech halting and fragmentary with long unnatural pauses; the two friends don't understand what each other wants, so one storms off upset.	Very slow and uneven, except for short or routine sentences; some parts of the task left out, such as buying a gift or explaining why the third person is late.	Speech frequently hesitant and jerky; sentences may be left uncompleted; after much trial and error all parts of the task are essentially accomplished.	Some stumbling, but manages to rephrase or continue fairly smoothly.	Speech generally natural and continuous; whole group worked well together without confusion and headed off to the party with gift in hand.	/5
Structure/ Grammar	No utterances rendered correctly; no use of new concepts, such as **Она обещалаприйти. . . , ну как цветы**, and so on.	Very few utterances rendered correctly; fragmented use of learned structures in all parts of the task.	Some utterances rendered correctly, while others are attempted, but full of errors; examples of correct usage include **Я пригласил Лауру . . . , Давай подарим . . .** , and so on,	Most utterances rendered correctly; attempt made to use the more difficult constructs from this and previous chapters.	Most constructs are error free; extensive use of difficult phrases both from this chapter and previous ones; Russian friend compliments your Russian.	/5
Comprehensibility/ Pronunciation	Accent and mispronunciation render you entirely or almost entirely incomprehensible to each other; you have to spend the gift money on a translator, instead.	Parts of the task are barely comprehensible, other parts are incomprehensible; for example, you might explain that a friend is coming, but not be able to suggest buying a gift.	Most words used are pronounced comprehensibly, although stress and intonation problems are present; all parts of task accomplished with repetition and patience.	Almost entirely comprehensible to the (representative) native speakers with only a few minor errors in stress, intonation, or pronunciation.	Correct intonation, accent, and stress are evident throughout the exchange; neither Russian friend nor salesperson at all confused.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; failure to communicate yields no gift and/or an angry salesperson.	Demonstration of cultural understanding and etiquette limited; little understanding that an appropriate gift is important.	Appropriate use of formal and informal speech conventions; gift purchase may be awkward, but achieved; Russian friend eventually understands why you all have to wait.	Use of cultural knowledge and etiquette marked by very minor or occasional errors which do not disrupt the main parts of the task.	You know that you are waiting for someone, buy an appropriate gift, and understand why the third person was late; communication saves the day.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL TWO
LESSON NINE

OVERVIEW

Lesson nine covers appropriate expressions needed for a typical Russian birthday or name day party, including how to congratulate the guest of honor (who is usually the host/ess in Russian culture), give gifts, offer and decline food, and compliment the host/ess.

Part A explains how to congratulate someone on a special occasion (**Поздравляю вас с днём рождения**), wish someone happiness or all the best (**Желаю вам . . .**), and thank someone for a gift (**Спасибо за** + accusative). The section also explains the derivation of Russian name days.

Part B explains how to offer someone food or drink, suggest a dish (**Попробуйте**), ask about food preferences, decline or accept a preferred dish politely, and compliment the meal. The section also explains what foods are typically prepared for Russian celebrations.

Part C is a poem by Samuel Marshak, **Пожелания друзьям**.

Part D covers **от** + the genitive with people, the pronoun **сам** , and the irregular verb **есть**.

TASK TO BE COMPLETED

Four Russian-speaking acquaintances arrive at the same time at a mutual friend's apartment for his/her birthday party. The group presents a gift to the birthday person. The host/ess invites the guests to the table and offers each individually a different dish to try. The guests all variously accept, decline, and/or compliment or thank the host/ess for the dish.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand the task beyond minimum performance, students might disagree among themselves as to the appropriateness of the gift (**Ну; как цветы, ничего?**), question whether everyone had, in fact, been invited (**Она тебя пригласила?**), or wonder how old the host/ess is (**Сколько ему лет?**).

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Face to Face Level Two Lesson 9 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words, such as **поздравляю, желаю вам, спасибо за** , as well as food related words; the host/ess throws you all out minutes after the party begins.	Often lacks needed words; somewhat inappropriate usage; some parts of the task incomplete due to insufficient vocabulary.	Occasionally lacks basic words; generally appropriate usage; word selection gets everyone in the door, the gift delivered, and food eaten.	Mostly relevant words used in all parts of the task; little or no inappropriate usage.	Rich and extensive vocabulary from this and other chapters; very appropriate usage; host/ess very pleased with the guests; conversation never lags.	/5
Fluency in task completion	Speech halting and fragmentary with long unnatural pauses; host/ess assumes that you have come to fix the plumbing and wonders where his/her guests are.	Very slow and uneven, except for short or routine sentences; some parts of the task left out, such as proper congratuations, offers of or requests for food, or compliments given.	Speech frequently hesitant and jerky; sentences may be left uncompleted; after much trial and error all parts of the task are essentially accomplished.	Some stumbling, but manages to rephrase or continue fairly smoothly; students go beyond the task in some way.	Speech generally natural and continuous; little stumbling; the party goes on long into the night, and everyone leaves bloated and happy.	/5
Structure/ Grammar	No utterances rendered correctly; little attempt to use the new constructs in the chapter; conversation lapses into nervous glances at the clock.	Very few utterances rendered correctly; fragmented use of learned structures in all parts of the task.	Some utterances rendered correctly, while others are attempted, but full of errors.	Most utterances rendered correctly; attempt made to use the more difficult constructs from this and previous chapters.	Most constructs are error free; extensive use of difficult phrases both from this chapter and previous ones; host/ess compliments your Russian.	/5
Comprehensibility/ Pronunciation	Accent and mispronunciation render you almost entirely incomprehensible; host/ess assumes you are looking for her American friend's party, instead.	Parts of the task are barely comprehensible, you find yourself eating a boiled fish head because you didn't know how to refuse the dish.	Most words used are pronounced comprehensibly, although stress and intonation problems are present; for example, **Поздравляювас с днём рожденияmight** be mispronounced.	Almost entirely comprehensible to the (representative) native speakers, with only a few minor errors in stress, intonation, or pronunciation.	Correct intonation, accent, and stress are evident throughout the exchange; for example, difficult Russian food names are pronounced properly.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; the wrong number of flowers are given, no-one congratulates the host/ess on his/her birthday; food goes uneaten or uncomplimented.	Demonstration of cultural understanding and etiquette limited; only one appropriate cultural exchange is accomplished (congratulations, compliments, etc.)	Appropriate use of formal and informal speech conventions; host/ess recognizes that everyone is trying to be polite when they attempt to congratulate her on her birthday and the fine food.	Use of cultural knowledge and etiquette marked by very minor or occasional errors which do not disrupt the main parts of the task; host/ess might think guests are polite, but reserved.	Extensive and appropriate use of cultural knowledge evident; host/ess is delighted by your manners and continuously heaps Russian delicacies on your plate.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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FACE TO FACE LEVEL TWO
LESSON ELEVEN

OVERVIEW

Lesson eleven provides vocabulary for describing where one has been recently. Related concepts include expressing concern about being late, giving an opinion on places visited, and explaining the importance of the metro system to Muscovites and visitors to the city.

Part A explains how to use the verb **волноваться** to express anxiety about someone's lateness. Also described is how to use **посоветовать** to talk about advice given and received (**Мне посоветовал папа съезить в исторический музей**), and how to make an emphatic statement about where one has already been (**Я как раз туда вчера ездил**). Finally, the significance of Arbat Street is discussed.

Part B continues looking at how to say where one has been by using the imperfective, multidirectional verbs of motion **ходить** and **ездить**. Also provided are new ways of expressing one's opinion about a place, including such expressions as **Там очень весело** and **Мне там очень понравилось**. The chapter also suggests places to visit in Moscow.

Part C contains a cultural reading by N. Nosov entitled **«Как мы метро смотрели»**. There is also a recent map of the Moscow metro system and a song by Bulat Okudzhava called **«Песенка об Арбате»**.

Part D, the grammar summary, covers **-ова-** verbs, the difference between **идти/ехать** and **ходить/ездить**, the adjectives and nouns **всё** and **все**, adjectives in their adverbial form (**хорошо, весело**), and the past tense usage of **нравиться/понравиться** with and without a subject.

TASK TO BE COMPLETED

You and your Russian host brother/sister are discussing the week's excursions. You find that he/she remembers some of the places differently from you. Have a good-natured argument about what places you visited together and what you thought of those places.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand the task beyond minimum performance students should consider the following additions to the task: point out that the host mother was upset one night when you came home late, talk about the joys and difficulties of riding the metro, show your sibling the official list of all of your excursions, suggest new outings or places to go.

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Face to Face Level Two Lesson 11 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary, such as **ЕЗДИТЬ, ХОДИТЬ, ПОНРАВИТЬСЯ**; you are completely unable to state your own opinions about the places you've been.	Task incomplete partly due to insufficient vocabulary or lack of appropriate usage; for example, you are only able to state where you've been but not your opinion.	Occasionally lacks basic words; generally appropriate usage; you are able to mention only a few places and weakly defend your opinions about which places you liked and disliked.	Mostly relevant words used in all parts of the task; little or no inappropriate usage; you are able to make your opinion clear and expand the discussion beyond the task, perhaps including the word **ВОЛНОВАТЬСЯ**.	Rich and extensive vocabulary from this and other chapters; your host sibling fully understands which places you enjoyed the most and might suggest similar outings.	/5
Fluency in task completion	Speech halting and fragmented with long unnatural pauses; host sibling fears that you have found all the outings tedious and uninteresting.	Very slow and uneven, except for short or routine sentences; you are unable to complete all parts of the task.	Speech frequently hesitant and jerky; sentences may be left uncompleted; after much trial and error you manage to discuss a couple of places you visited.	Some stumbling, but manages to rephrase or continue fairly smoothly; you expand the task to include talking about coming home late or the metro system.	Speech generally natural and continuous; little stumbling; you go well beyond the task, perhaps suggesting a return visit or new outings.	/5
Structure/ Grammar	No utterances rendered correctly; little attempt to use the new constructs in the chapter; for example, you still cannot form the past tense correctly.	Very few utterances rendered correctly; fragmented use of learned structures in all parts of the task; might mix **ЕЗДИТЬ** and **ХОДИТЬ** without distinction.	Some utterances rendered correctly, but errors still occur; you are able to use **ИДТИ/ЕХАТЬ** and **ХОДИТЬ/ЕЗДИТЬ**, with some accuracy.	Most utterances rendered correctly; attempt made to use the more difficult constructs from this and previous chapters.	Most constructs are error free; extensive use of difficult phrases both from this chapter and previous ones; your host sibling doesn't have to correct your grammar.	/5
Comprehensibility/ Pronunciation	Accent and mispronunciation render you almost entirely incomprehensible; your host sibling simply assumes you liked all the places he/she did and drops the subject.	Parts of the task are barely comprehensible, you become so entangled in the formulation of your thoughts that you forget places you've been and can't accurately state your opinions.	Most words used are pronounced comprehensibly, although stress and intonation problems are present.	Almost entirely comprehensible to your host brother/sister; only a few minor errors in stress, intonation, or pronunciation; you might have trouble with Moscow place names.	Correct intonation, accent, and stress are evident throughout the exchange; key words and place names uttered correctly; you bring your host sibling around to your point of view.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; your reasons for disliking a certain place are clearly ethnocentric and verge on racist.	Demonstration of cultural understanding and etiquette limited; you state likes and dislikes of places without offering any explanation or justification at all.	Appropriate use of formal and informal speech conventions; you disagree politely but firmly with your host sibling.	Use of cultural knowledge and etiquette marked by very minor or occasional errors which do not disrupt the main parts of the task.	Extensive and appropriate use of cultural knowledge evident; your use of pauses, gestures, and expressions reflect your understanding of how Russians argue among themselves.	/5
		To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).				**Total: /25**

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FACE TO FACE LEVEL TWO
LESSON TWELVE

OVERVIEW

Lesson twelve provides vocabulary one might use while walking along Arbat Street or some other outdoor market in Russia, such as expressions used in negotiating the drawing of one's portrait.

Part A describes how imperfective verbs can be used to express actions done often, for an extended period of time, or simultaneously with other actions. The words **всегда, обычно, часто, иногда, редко,** and **никогда** are presented as adverbs commonly used with imperfective action verbs.

Part B shows how to use the possessive adjective **свой** to state that one already has an item in one's possession (**Дать тебе ручку? Спасибо, у меня есть своя.**)

Part C is a cultural reading about the importance of Arbat Street and the types of colorful people one is likely to encounter there.

Part D covers the following grammar points:

- **больше vs. меньше**
- describing a set length of time, using the accusative case (**Как долго? Неделю**)
- **свой** usage and declension
- **пока** with imperfective verbs to link simultaneous actions
- the prefix **по** with verbs to indicate an action of short duration (**Погулять, походить**).

TASK TO BE COMPLETED

You are walking along Arbat Street with a Russian friend. A Russian portrait artist hails you and asks whether you often come to the Arbat . The artist then asks if he can draw your portrait. Ask him how long it takes. Suggest that the artist draw your friend while you take a short walk (**пока я погуляю, вы можете . . .**).

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand the task beyond minimum performance, students could comment on the quality of the portraits the artist has already done and/or haggle over the price to be paid. The expressions needed to negotiate prices should be reviewed.

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Face to Face Level Two Lesson 12 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary, such as **рисовать, как долго,** and so on; the artist assumes you want your portrait done and forces you to take a seat.	Task incomplete due to insufficient vocabulary or lack of appropriate usage.	Occasionally lacks basic words; generally appropriate usage; the artist understands that you are not interested and makes a portrait of your friend instead.	Mostly relevant words used in all parts of the task; little or no inappropriate usage; you negotiate a price and/or comment on his other drawings.	Rich and extensive vocabulary from this and other chapters; very appropriate usage; artist understands that you are not interested for now, but invites you to reconsider after your friend's portrait is done.	/5
Fluency in task completion	Speech halting and fragmented with long unnatural pauses; artist looks for someone else to draw.	Very slow and uneven, except for short or routine sentences; some parts of the task left out, such as suggesting that the artist paint your friend, instead.	Speech frequently hesitant and jerky; sentences may be left uncompleted; after much trial and error all parts of the task are essentially accomplished.	Some stumbling, but manages to rephrase or continue fairly smoothly; you expand the task effectively by negotiating the price for your friend's portrait.	Speech generally natural and continuous; little stumbling; the artist might offer you his address and invite you to come see his studio.	/5
Structure/ Grammar	No utterances rendered correctly; little attempt to use the new constructs in the chapter.	Very few utterances rendered correctly; fragmented use of learned structures in all parts of the task, you do not use simultaneous action and duration verbs well.	Some utterances rendered correctly, but errors still occur; in general, you are able to use the contruction for verbs of duration accurately.	Most utterances rendered correctly; attempt made to use the more difficult constructs from this and previous chapters.	Most constructs are error free; extensive use of difficult phrases both from this chapter and previous ones; artist comments that your Russian friend has taught you well.	/5
Comprehensibility/ Pronunciation	Accent and mispronunciation render you almost entirely incomprehensible.	Parts of the task are incomprehensible; author fails to understand that you want your friend's portrait done and not yours.	Most words used are pronounced comprehensibly, although stress and intonation problems are present; for example, you may mispronunce such words as **рисуете,**	Almost entirely comprehensible to the (representative) native speakers, with only a few minor errors in stress, intonation, or pronunciation.	Correct intonation, accent, and stress are evident throughout the exchange; artist realizes that you are an interesting person to talk to.	/5
Cultural Appropriateness	You laugh out loud at the artist's work; on the way back you notice he has added to his display an hilarious caricature which vaguely resembles you.	Demonstration of cultural understanding and etiquette limited; your friend hurries you along before you can get deeper into trouble.	Appropriate use of formal and informal speech conventions evident; task completed.	Use of cultural knowledge and etiquette marked by very minor or occasional errors which do not disrupt the main parts of the task.	Extensive and appropriate use of cultural knowledge evident; you demonstrate that you know how important portrait painting has been throughout Russian history.	/5
		To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).				Total: /25

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FACE TO FACE LEVEL TWO
LESSON THIRTEEN

OVERVIEW

Lesson thirteen is primarily concerned with listing the major American and Russian holidays. Some basic vocabulary is provided so that students can explain what date a holiday falls on, which holiday they like most of all, and some ways these holidays are celebrated. The teacher should note that it is not until lesson fourteen that students are given enough vocabulary to discuss a holiday in detail.

Part A shows how to form the superlative to explain which is one's favorite holiday (**Мой самый любимый праздник -- рождество**). Students learn to ask how a holiday is celebrated (**Как отмечают . . .?**). This section also introduces the use of ordinal numbers in the genitive case to state the date on which a holiday or event occurs (**В Америке рождество отмечают двадцать пятого декабря**).

Part B continues practice with dates using ordinal numbers in the genitive singular. Also taught is how to wish someone a happy holiday (**Поздравляю вас с рождеством**, or simply **с рождеством**)

Part C is a cultural reading about scores of American Santa Clauses visiting Moscow one winter.

Part D is a grammar summary of the following points:

- formation of the superlative (**самый красивый, самая красивая . . .**)
- formation and usage of the verb **бывать**
- declension and usage of ordinal numbers.

TASK TO BE COMPLETED

An American is explaining to a Russian which holiday he/she likes the most. The Russian asks for more information about this holiday. The American briefly discusses such things as the date of the holiday and whether gifts are given, guests are invited, a traditional meal (**праздничный обед**) is prepared, and so on.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To expand the task beyond minimum performance students could discuss more than one holiday or make a comparison to a similar Russian holiday (**У вас . . . , а у нас . . .**).

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Face to Face Level Two Lesson 13 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic vocabulary, such as ordinal numbers, holiday names, and/or САМЫЙ; Russian feels you don't have a favorite holiday at all.	Task incomplete partly due to insufficient vocabulary or lack of appropriate usage; you are practically unable to describe the holiday.	Occasionally lacks basic words; generally appropriate usage; completes the task by stating a favorite holiday and saying a few words about it.	Mostly relevant words used in all parts of the task; little or no inappropriate usage; expands the task to include a more detailed description of the holiday.	Rich and extensive vocabulary from this and other chapters; very appropriate usage; you might ask about a similar Russian holiday and make a comparison.	/5
Fluency in task completion	Speech halting and fragmented with long unnatural pauses; Russian is unclear whether America has any holidays.	Very slow and uneven, except for short or routine sentences; some parts of the task left out, such as stating a favorite holiday or describing it.	Speech frequently hesitant and jerky; sentences may be left uncompleted; after much trial and error all parts of the task are essentially accomplished.	Some stumbling, but manages to rephrase or continue fairly smoothly; conversation naturally expands to include description of a Russian holiday.	Speech generally natural and continuous; little stumbling; Russian might express a desire to come to America for that holiday.	/5
Structure/ Grammar	No utterances rendered correctly; little attempt to use the new constructs in the chapter; САМЫЙ construct incorrect or not attempted.	Very few utterances rendered correctly; fragmented use of learned structures in all parts of the task; date constructs incorrect or not attempted.	Some utterances rendered correctly, but errors still occur; dates and САМЫЙ constructs essentially correct.	Most utterances rendered correctly; attempt made to use the more difficult constructs from this and previous chapters.	Most constructs are error free; extensive use of difficult phrases both from this chapter and previous ones; Russian is impressed by your grammar usage.	/5
Comprehensibility/ Pronunciation	Accent and mispronunciation render you almost entirely incomprehensible; only Бог знает what holiday you are talking about.	Parts of the task are barely comprehensible, other parts are incomprehensible; Russian knows you are discussing a certain holiday, but unclear about the details.	Most words used are pronounced comprehensibly, although stress and intonation problems are present; you might mispronounce the name of the holiday itself.	Almost entirely comprehensible to the Russian, with only a few minor errors in stress, intonation, or pronunciation.	Correct intonation, accent, and stress are evident throughout the exchange; Russian is encouraged to ask about other holidays.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; you have no sense of your own cultural heritage.	Demonstration of cultural understanding and etiquette limited; you perhaps imply that American holidays are superior to Russian ones.	Appropriate use of formal and informal speech conventions; your explanation of the holiday demonstrates pride in your own culture.	Use of cultural knowledge and etiquette marked by very minor or occasional errors which do not disrupt the main parts of the task.	Extensive and appropriate use of cultural knowledge evident; you ask about the Russian's favorite holiday and note interesting points about it.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					**Total: /25**

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FACE TO FACE LEVEL TWO
LESSON FOURTEEN

OVERVIEW

Lesson fourteen continues the discussion of holidays in Russia and America focussing primarily on **Новый год**.

In part A, the students learn to make suggestions and ask questions concerning how to celebrate **Новый год** in Russia. In addition, the students learn to describe **Рождество** and **Новый год** in America. Part A also includes a section on the Russian vocabulary for types of clothing.

In part B, the students learn to express enthusiam or regret for suggestons made concerning the celebration of **Новый год**. Part B also includes a reading passage in English on Russian traditions associated with New Year's and Easter.

Part C is a cultural reading that includes a fairy tale written in Russian about **Снегурочка**. Ways of recognizing diminutive forms of words are also presented. In adddition, a popular song about **Новый год** is given.

Part D is a grammar summary which includes the preposition **для** + the genitive case, the imperfective present and past tenses of the verb **мочь**, and the plural adjective forms for the prepositional and genitive cases.

TASK TO BE COMPLETED

You are an American student on an exchange program to Russia during winter. Your Russian family is making preparations to celebrate **Новый год**. Your Russian student asks how Americans celebrate **Новый год** and you discuss the similarities and differences. Be sure to include topics such as where people celebrate, what clothes they typically wear and what they usually do.

NOTES ON RELATED LEXICAL AND GRAMMATICAL ITEMS FOR TASK COMPLETION

To perform the minimum task, the students should review questions and answers from lesson 13 pertaining to when and how **Новый год** is celebrated (**Когда и как отмечают Новый год?**). To go beyond the minimum task, the students should review additional vocabulary for discussing **Новый год** such as what foods are eaten. In addition, the students should review expressions for wishing someone a Happy New Year (**Поздравляю вас / тебя с Новым годом!**) and for showing interest in Russian holidays in general.

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Face to Face Level Two Lesson 14 Task Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words and expressions; inappropriate usage; Russian student ends the discussion.	Often lacks needed words and expressions; you are unable to adequately describe **Новый год** in America and your Russian family is confused.	Occasionally lacks basic words; generally appropriate usage; Russian student is interested to hear more.	Most relevant words used during task; little or no inappropriate usage; your comparison of **Новый год** in Russia and America becomes more involved.	Rich and extensive vocabulary; very appropriate usage; you compare Russian and American holidays in general.	/5
Fluency in task completion	Speech halting and fragmented; Russian student wonders if you celebrate **Новый год** in America.	Speech very slow and uneven, except for short or routine sentences; task completion unlikely.	Speech frequently hesitant and jerky; Russian student patiently lets you continue; task completed.	Some definite stumbling but manages to rephrase and continue; discussion turns lively and engrossing.	Speech genrally natural and continous; slight or no stumbling; discussion so interesting that family forgets its preparations.	/5
Structure/ Grammar	No utterance rendered correctly; Russian student goes back to preparations for **Новый год**.	Very few utterances rendered correctly; fragmented use of learned structures used to describe how people celebrate **новый год** in America.	Enough utterances rendered correctly to complete the task; you successfully contribute to the discussion.	Most utterances rendered correctly; with some minor structural mistakes you are able to accurately discuss additional topics concerning holidays.	Utterances almost always correct; continually accurate usage of holiday expressions including wishing someone a happy holiday.	/5
Comprehensibility/ Pronunciation	Almost entirely incomprehensible; Russian student quickly loses interest in the discussion.	Mostly incomprehensible; Russian student cannot figure out which holiday you are talking about.	Comprehensible enough so that the Russian student helps by using appropriate words and phrases in his/ her own speech for you to copy.	Almost entirely compehensible; Russian student asks you more in-depth questions.	Entirely comprehensible; excited Russian student wants to experience **Новый год** in America.	/5
Cultural Appropriateness	Absence of cultural understanding displayed; Russian student thinks you are not interested in Russian holidays.	Demonstration of cultural understanding limited; you are unable to distinguish **Новый год** from any other holiday.	Noticeable use of cultural knowledge; you show interest in comparing **Новый год** in Russia and America.	Only minor errors of culture displayed; you begin to ask appropriate questions about Russian holidays in general.	Extensive and appropriate use of cultural knowledge; you show great interest and knowledge of Russian holidays and traditions; Russian family is eager to host you for this holiday.	/5
	To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).					Total: /25

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APPENDICES

A1: Contact Information

For more information on the NEH-UT summer institutes, symposium, or this project, contact any of the following people below.

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Nathan Bond, Participating Teacher
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Ruth Edelman, Participating Teacher
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Tenafly, New Jersey 07670
tel (201) 569-4400 ext. 265

Alan James, Participating Teacher
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Medford, Oregon 97504
tel (503) 773-7877

Professor Michael Katz, Project Co-Director
Professor Thomas Garza, Project Co-Director
Department of Slavic Languages
University of Texas at Austin
P.O. Box 7217
Austin, Texas 78713-7217
tel (512) 471-3607

Inquires into obtaining copies of the proceedings of papers and instructional materials from the 1994 Symposium on the Teaching of Russian Language and Culture in U.S. High Schools: Creating Proficient Programs for Proficient Students may be made to the Department of Slavic Languages at the University of Texas. This complete set of oral assessments can be obtained with the the proceedings.

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A2: Generic Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary	Lacks basic words; inadequate and/or inappropriate usage.	Often lacks needed words; somewhat inappropriate usage.	Occasionally lacks basic words; generally appropriate usage.	Most relevant words used during task completion; little or no inappropriate usage.	Rich and extensive vocabulary; very appropriate usage.	/5
Fluency in task completion	Speech halting and fragmentary; long unnatural pauses or utterances render the task incomplete.	Speech very slow and uneven, except for short or routine sentences; task completion unlikely.	Speech frequently hesitant and jerky; sentences may be left uncompleted; task may be completed w/ sympathetic listener.	Some definite stumbling, but manages to rephrase or continue; task likely to be completed with continued effort.	Speech generally natural and continuous; slight or no stumbling or unnatural pauses; task completed.	/5
Structure/ Grammar	No utterance rendered correctly.	Very few utterances rendered correctly; fragmented use of learned structures.	Some utterances rendered correctly, but with definite structural problems.	Most utterances rendered correctly, with some minor structural errors or grammatical mistakes.	Utterances almost always correct; use of rich and extensive speach marked by this level of accuracy.	/5
Comprehensibility/ Pronunciation	Entirely/almost entirely incomprehensible to the informant or teacher representing a native speaker.	Mostly incomprehensible; occasional phrases comprehensible.	Many errors, about half comprehensible.	Almost entirely comprehensible to the (representative) native speaker; only an occasional word not comprehensible.	Entirely comprehensible to (representative) native speaker; no words incomprehensible.	/5
Cultural Appropriateness	Absence of culture understanding and/or etiquette displayed; This may impede or completely deter task completion.	Demonstration of cultural understanding and etiquette limited; This may impede or completely deter task completion.	Noticeable use of cultural knowledge and etiquette; Able to complete task with minor social/interpersonal misunderstandings.	Use of cultural knowledge and etiquette marked by very minor or occasional errors which do not disrupt interaction .	Extensive and appropriate use of cultural knowledge /etiquette; corrects error if inappropriate statement or act occurs.	/5
		To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).				Total: /25

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A3: Scoring Sheets

Students/ Groups	Vocabulary	Fluency-Task com.	Structure/ Grammar	Pronunc./ Comp.	Creative Excellence	TOTAL
	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/25
	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/25
	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/25
	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/25
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	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/5 notes:	/25

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A4: Blank Rubric

	Repeat Task 1	Repeat Task 2	Minimum 3	Good 4	Creative Excellence 5	Sub-total /5
Vocabulary						/5
Fluency in task completion						/5
Structure/ Grammar						/5
Comprehensibility/ Pronunciation						/5
Cultural Appropriateness						/5
		To obtain percentage score, multiply total number of points by four (25 x 4 = 100 %).				Total: /25

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